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ABSTRACT

This second volume of a two-volume report of a New York State consortium for career education contains project performance and evaluation reports from five of seven component districts: Erie Board of Cooperative Educational Services (BOCES); Orleans-Niagara BOCES; Rockland BOCES; three rural districts; and the Syracuse City School District. (Volume 1 contains the reports from the remaining two component districts and a dissemination report.) The project performance reports describe the activities carried out by the component districts. (The major focus of these activities was to achieve incremental growth in services to more students and teachers, better/broader offerings for infusion into ongoing programs, increased use of appropriate community resources and occupational educational programs, and improved articulation with postsecondary employment and educational programs.) The evaluation reports present the findings of the third-party evaluator, Policy Studies in Education (PSE). Each evaluation report contains a discussion of the objectives measured by PSE, the project director's plan for accomplishing them, and PSE's matching plan to assess project accomplishments. (The consortium activity resulted in incremental growth of career education in each district and a number of specific learnings relative to managing such a project from the state level; but insufficient interaction among the Consortium components was indicated.) (BM)

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Career Education Program

ED160780

Project Performance Report

Volume 2

New York State
CONSORTIUM FOR CAREER EDUCATION
July 1, 1975 - June 30, 1976

Grant Number

G007502353

Submitted September 30, 1976
by the

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New York State Education Department
Albany, New York 12234

Program Performance Report

Erie BOCES #1

Career Education Program
Project Performance Reports

Form Approved
OMB No. 51-R1187

1. Project Number	2. Grant Number 60553	3. Nature of Report ☐ Semi-annual ☒ Final
4. Project Title New York State Consortium For Career Education		5. Period Covered By This Report From (mo.,day,yr.): July 1, 1975 To (mo.,day,yr.): June 30, 1976
6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11)		
☒ Incremental ☐ Settings ☐ Populations		
☐ Training ☐ Communications ☐ State Plan		
7. Name of Project Director James R. Spengler		
8. Name and Address of Grantee/Assistance Contractor Institution		
Career Education Instructional System c/o Erie #1 BOCES, P.O. Box J, 455 Cayuga Rd. Cheektowaga, New York 14225		Telephone Area Code Number 716 634-6800 Ext. 270

9. Major Activities

The completion of Phase III of the original VEA-funded Project signaled the beginning of a demonstration period for the Career Education Instructional System. This demonstration effort was supported through the New York State Consortium for Career Education. This planning group of State Education Personnel, headed by Dr. Vivienne Anderson and directed by Dr. Gordon Van Hooft, selected seven, operational Career Education Projects. The ongoing projects that made up this field demonstration for the Consortium were: Allegany BOCES Tri-County Project, Orleans-Niagara Project, Syracuse City Project, Rockland BOCES Project, Erie BOCES #1 CEIS Project, RDCCFT (Spencer-Van Etten) Project, and the CMP Project from East Aurora.

The general goals of the Consortium were three:

1. The demonstration of the improvement of the effect of the Career Education concept on students from Kindergarten to Grade Twelve.
2. The formal validation of six of the seven ongoing projects in the Consortium. The Allegany Tri-County Project was considered an adopter site.
3. Increased dissemination of the Career Education concept State-wide.

The goals of the individual projects contributed to these three, general goals of the entire Consortium effort.

The Career Education Instructional System objectives for 1975-76 to fit the Consortium goals were as follows:

Goal One - The demonstration of the improvement of the effect of the Career Education concept on students from Kindergarten to Grade Twelve.

Objectives -

1. Increase the number of teachers using the CEIS materials and therefore reach more students.
2. Revise and update the Learning Activity Packets for a third field test.
3. Develop district operational, Career Education task forces.
4. Develop district in-service programs for newly, recruited teachers.
5. Cooperate in improving career guidance for students.
6. Improve communications with teachers and districts.
7. Maintain liaison with community colleges, four-year colleges, and universities.

Goal Two - The formal validation of six of the seven, ongoing projects in the Consortium. The Allegany Tri-County Project was considered an adopter site.

Objective -

1. Collect and assess data on Learning Activity Packets as students are affected.

Goal Three - Increased dissemination of the Career Education concept State-wide.

Objectives -

1. Promote regional dissemination meetings.
2. Provide assistance to adopter model (Allegany BOCES).

This section of the report is organized by using the goals and objectives listed above. The progress, which was made to

reach each of the goals, is described and documented below.

Improvement of the Effect of CEIS on Students

Increase the Number of Teachers Using CEIS

The development of the Career Education Instructional System was undertaken with the active participation of twenty-four of the thirty districts in Erie County. From 1972 to 1975, the cooperation extended by these districts included provision of facilities for workshops, an assigned, district representative to the project Users Committee, and aid in maintaining communications between the project and the field test teachers.

The demonstration year 1975-76 continued these kinds of cooperative effort and also required a local investment of \$600 to \$1000 per district to continue the participation in the CEIS Project. Sixteen of the original twenty-four districts supported the project with a local investment. The total investment constituted twenty percent (20%) of a \$52,000 budget. The balance of the budget was supplied through the Consortium Grant from the Federal Office of Career Education.

The effect on the smaller number of districts was to reduce the potential number of students which could be affected by the CEIS materials. However, in 1974-75, the materials were used by 223 teachers, K-12, from the twenty-four districts. In the demonstration year 1975-76, 233 teachers used materials

from the sixteen, participating districts. This represents a growth of thirty-six percent (36%) in the number of teachers attracted to the program from those districts. These teachers affected a total of 10,478 students, K-12. The above numbers represent only teachers who provided pre- and post-test data on the use of the Learning Activity Packets. It is expected that teachers, who had been using materials in the first, three years of the project in the eight districts not participating during 1975-76, continued to use these materials during 1975-76. We estimate that an additional 100 teachers were carrying out Career Education activities with about 5,000 students, K-12. We hope this trend will continue. We also should point out that there is little hard data to support this judgement.

Several of the districts involved in the project in 1975-76 showed their commitment to the Career Education concept by offering support for teachers through in-service credit or the provision for special resource materials. The growth rate of teachers in these districts was very substantial. The average rate for these districts was 500 percent increase.

Revise and Update Learning Activity Packets

Early in July, 1975 a group of twelve, field test teachers from the 1974-75 field test year were recruited to revise the current learning activities and assessment instruments. The basis of the revision included field test teacher evaluations

from Phase III, the revision team members' own experience, and a set of anti-bias guidelines drawn from McGraw-Hill and the United States Office of Education. The more than eight hundred learning activities were reviewed and with consolidation, elimination, and addition, a total of 749 learning activities and 53 assessment instruments were prepared for re-typing and printing. A target date of October 3rd, for new materials to be ready for classroom use, was met. A special editor was recruited to insure the elimination of bias in the new materials.

All of the learning activities and assessments were re-typed to provide the best camera-ready copy possible for the third generation packets. The Learning Activity Packets were organized by grade level and subject from Kindergarten to Grade Nine; with the Grade Ten, Eleven, and Twelve materials being included in a single packet for each subject area. This format was the same format used in Phase II of the Project. An assessment and resource material sources were included in the appendix of each packet along with learning activity evaluation sheets and blank, format sheets.

Promote the Development of District Career Education Teams

The experience of the first, three years of the Career Education Instructional System indicated that each district should begin to develop capability to plan Career Education ac-

tivities to meet the needs of students and staff in that district. In order to improve the delivery of Career Education to students in the County, project efforts were made to develop district capability.

The Project activities were as follows:

A suggested list of district activities in the form of a set of ideal Career Education goals, adapted from materials introduced by the United State Office of Education through the Office of Career Education was provided to each district. It was suggested that these goal statements, written in terms of student outcomes, could be used as an inventory tool, as well as a planning tool.

Personnel from each district, who had been active in the Career Education Instructional System, were identified for the district User Committee member and administrative staff. An analysis of the rosters of the completed career awareness programs operated by State College and the Industry-Education Council was carried out. Staff members in each district, with this experience, were also identified to the district User Committee members. A strong recommendation for the inclusion of community members on the Career Committee Task Force was made.

With the basic materials in hand, districts began organizing the task forces under a variety of titles. Aid in the organizational process was offered in all cases. Figure I shows

Figure One

District Career Education Task Force/Committee

Organizational Factors

7.

District	CEIS Exp. Data Provided	Career Awareness Course Data Provided	Ideal Goal Provided	Organizational Meeting Held	Educ. Members	Community Members	Inventory Compl.	Goals Est.	Action Plan & Goals Defined	Goals Accepted by District School Board	Ran Own Workshops
Akron	X	X	X								
Amherst	X	X	X								
Cheek. Cent.	X	X	X								
Depew	X	X	X	X	X						
Grand Island	X	X	X		X						
Griffiths Inst.	X	X	X	X	X						
Hamburg	X	X	X	X	X		X	X	X	X	X
Holland	X	X	X								
Iroquois	X	X	X	X	X		X	X			
Kenmore	X	X	X					X			
Lancaster	X	X	X								
Maryvale	X	X	X								
Orchard Park	X	X	X		X			X			
Sloan	X	X	X	X	X			X			
Sweet Home	X	X	X	X	X	X	X	X	X	X	X
West Seneca	X	X	X								
Williamsville	X	X	X					X			

the districts and their relative development in task force formation.

Generally, Sweet Home, Hamburg, and Iroquois have shown good growth in district organization with the others in various stages of growth towards a district-planned and operated, Career Education program.

Develop District In-service Career Education Programs

Early in the 1975-76 project year, it was felt that the emphasis of the developing of district task forces would result in increased participation in the demonstration of the CEIS materials. In-service activity for new teachers recruited for the demonstration year would be carried out by district staff people who had been participants in the CEIS Project for the past two or three years. This did occur in some cases and in others, workshops were operated with the help of the CEIS Staff. In some districts, a series of mini-workshops were conducted on a building basis by CEIS personnel on request of the district. In contrast to previous years, no county-wide or multi-district workshops were conducted. This was viewed as a positive step towards district independence. All of the districts now involved in the Career Education Project are capable, staff-wise, of conducting beginning workshops for teachers with a small amount of support from outside sources.

The Improvement of Career Guidance

Activities under this objective took two forms. First, the active support of the Western New York School Counselors' proposal for continuation of the Guidance Role Project begun in 1974-75. The project was continued in 1975-76, funded from other sources. Second, the sponsoring of a Career Motivation Program Workshop on November 11th and 12th at the Executive Inn in cooperation with the Orleans-Niagara (CAPCO) Career Education Project. Twenty-five intermediate and junior high school counselors participated in this conference conducted by Dr. Clifford Garrison, East Aurora Schools. Since the workshop, many counselors in the CEIS Project schools have carried on the CMP Program with students at the junior high school level.

Improve Communications With Teachers and Districts

The methods of communications with teachers and districts during the 1975-76 year were similar to those used during the previous three years. The methods were: User Committee meetings, the CEIS Bulletin, and teacher visitations.

The User committee (representatives of the participating districts) meetings were held monthly with an agenda provided in advance. Generally, the topics were: informational items, discussion items, and decision items. Average attendance at the meetings was seven of the sixteen districts active in the project. Minutes of meetings were sent to all members sup-

plemented by telephone communication.

The CEIS Bulletin was published four times during the school year. The focus of the Bulletin this year was to provide teachers with more resource information and, share with them any new methods or activities from the local, State, or national level in Career Education. New activities observed during teacher visitations or described on evaluation reports were included in the Bulletin as well.

Teacher visitations were carried out this year on a regular basis. Mrs. Marjorie Willover aided the project director in this communications task. The goal was to visit each teacher three times from November through May. Just over 500 visits were made to teachers at their schools. Telephone communication was improved this year as teachers seemed to feel more comfortable calling the project office when a question needed an answer or some materials were needed.

In addition to the use of the CEIS Bulletin and personal visitations, the Career Education staff asked teachers to report, in writing, the Career Education activities they and their students carried out between each of the visits.

The written report was a simple, check-off, NCR form with room for comments by the teachers. The seven statements which the teachers responded to are as follows:

1. Students in my class have carried out Career Education activities (other than the learning activities from the CEIS Packets) _____ times this month.

2. I have used learning activities from the CEIS Learning Activity Packets _____ times this month.
3. Student assignments have included career-related activities _____ times this month.
4. My class has taken career-related field trips _____ times this month.
5. The number of parents who have served as career resource persons in my class this month was _____.
6. The number of persons from the community, business or industry - other than parents - who have served as a career resource in my room this month was _____.
7. I have adapted or developed new learning activities following the CEIS format _____ times this month.

A place was provided to identify problem areas encountered by teachers which invited them to make comments.

In practice, visitations were made three times, approximately six weeks apart. A study of the reports that were made shows as follows:

- Item 1 - Twenty-three percent of the teachers carried out career activities other than the CEIS learning activities, once a week. Over ninety percent of the teachers carried out at least one activity in six weeks. Seventy-seven percent, two or more; sixty-one percent, three or more; forty-three percent, four or more activities in the six-week period. Nine percent did not carry out any formal activities during a given six-week period.
- Item 2 - Fifty-four percent of the teachers used one or more learning activities during a six-week period and almost nine percent used one each week during a six-week period. Thirty-one percent did not use any learning activities during a given six-week period.
- Item 3 - Seventy-six percent of the teachers gave career-related assignments during a six-week period with eighteen per-

cent assigning this work once a week or more. Sixteen percent did not assign outside, career-related activities.

Item 4 - Twenty-three percent of the teachers were able to use field trips as a strategy to promote Career Education. Seventy-six percent did not use this technique.

Item 5 &

Item 6 - The use of resource persons in the classroom, either parents or community members, was a strategy used by only thirty percent of the teachers in any one six-week period. Seventy percent did not use these resource persons.

Item 7 - Fifty-two percent of the teachers adapted or developed new learning activities on the CEIS format; forty-eight percent did not.

The open comments concerning problems dealt with time constraints, resources for field trips, or lack of parent and community involvement as the problems of highest frequency. It is evident from the open comments that some districts in the project area need to develop a stronger commitment to the Career Education concept and the implementation of the various methods that are successful in this reform of education.

As a complement to the reports of teachers as to their activities, Dr. Malcolm Conway of the BOCES #1 Planning Division undertook to examine the management of the project on a four-year basis. His analysis follows in the next section.

Collect and Assess Data on Project Management

In previous, formative evaluation efforts, perceptions of Career Education Instructional System (CEIS) teachers and administrators regarding project operation were gathered through ques-

tionnaires. However, the project teachers and administrators represent only one of a series of decision makers who were involved in the project operation. Thus, it was determined that perceptions from another group of decision makers, members of the local Users Committees, would be relevant. The members of the local Users Committees perform a dual role as both, an integral component of the project, as well as facilitators/coordinators of the project in their own district. The attached five-item questionnaire (see Appendix) was developed, field tested, and sent to a total of thirty-one User Committee members. These members had served from one to four years in this capacity. Of the thirty-one, nineteen members served on the User Committee during the 1975-76 school year.

Twelve responses, representing 63.2% of the active User Committee members in the current school year, were returned. These twelve responses are distributed as follows in respect to the numbers of years served on the committee. Two of the twelve respondents served for one and two years respectively, three served for a total of three years, five served from one to two years were pooled and analyzed together, as are the responses from members who served from three to four years. Then generalizations concerning both groups are made in summary.

Analysis of Responses from Members Serving on User Committee
For Three to Four Years

- 1) "Please rate the overall job done by the project's staff."

Three quarters of the respondents rated the project staff's job as above average to excellent, while one respondent rated it average.

- 2) a) "The goals of the project were clearly explained to me."

Respondents either agree (63.0%) or strongly agree (38.0%).

- b) "I was well-informed of my roles in the project and the tasks I was to perform."

Seven out of the eight respondents agreed or strongly agreed with this statement, while one respondent (13.0%) disagreed.

- c) "The Learning Activity Packets are useful in their present form for classroom instruction."

Responses are divided among the agree, neutral, and disagree categories with the following ratings: 38.0%, 25.0%, 25.0%. One respondent did not respond to this statement.

- d) "The project focus of integrating the teaching of Career Education into the curriculum should be continued."

Responses to this statement range from strongly disagree to strongly agree. Sixty-three percent of the respondents indicated strong agreement while equal percentages (13.0%) were in agreement or neutral toward this statement. Thirteen percent also strongly disagreed with this statement.

- e) "The teacher visitation by project staff was helpful to me."

Responses to this statement cluster around the neutral point (50.0%) with equal numbers (25.0%) agreeing and disagreeing with this statement.

- f) "The Users Committee had a positive impact on the project."

Responses range from agreement to strong disagreement. Half of the respondents strongly agree, one quarter are neutral toward the statement, and equal numbers (13.0%) disagree and strongly disagree with it.

- g) "Activities of the local User group were coordinated with the project staff."

The large majority of respondents (75.0%) agree with the statement while one quarter are neutral toward it.

- h) "User Committee input had an affect on project management."

Here again, some 75.0% of the respondents are in agreement with the statement. However, in this case, equal numbers (13.0%) are neutral toward it and strongly disagree with it.

- i) "The Career Education materials/activities resulted in cognitive achievement gains by students in my district."

Responses range from agreement to disagreement with 38.0% in agreement, 50.0% neutral and 13.0% in disagreement.

- j) "Students' attitude toward self and school has improved as a result of Career Education materials/activities."

Eighty-eight percent of the respondents are neutral toward this statement while 13.0% are in disagreement.

- k) "Students' awareness of career options has improved as a result of the project."

Responses are in the range from neutral to strong agreement. Sixty-three percent of the respondents are neutral while one quarter are in agreement with the statement and 13.0% in strong agreement with it.

- l) "As a result of my participation in the project, I will continue to promote the use of project materials and resources in our classrooms."

Fifty percent of the respondents are in agreement with the statement while 38.0% are neutral toward it; one respondent (13.0%) strongly disagrees with the statement.

- 3) "Please rate the degree of support (resource, personal, etc.) given to the project in your district by:"

Responses are generally positive, ranging from neutral to highly supportive in the majority of cases. In only three cases - building principal, teachers who participated in the project, and teachers who did not participate

in the project - were negative ratings given. These were highly unsupportive (13.0%) in the case of the building principal, unsupportive (13.0%) in the case of teachers who participated in the project, and unsupportive (38.0%) in the case of teachers who did not participate in the project. It should be noted that teachers who participated in the project were rated as supportive by three quarters of the respondents and highly supportive by 13.0% of the respondents. In the cases of central administration and Board of Education, 88.0% and 75.0% of the respondents rated these groups as supportive.

- 4) "Which factors contributed positively and negatively, respectively to the project's operation in your district. (Please list)"

The most frequently-mentioned positive factors were: the BOCES director, the project materials, teachers and parents' positive attitude.

The most frequently-mentioned negative factors were: the scope (too many schools involved), lack of the money and time, the format of the learning activity packages, teacher disinterests, and the voluntary status of the project.

Analysis of Responses from Members Serving on User Committee From One to Four Years

- 1) "Please rate the overall job done by the project's staff."

Almost 60% of the respondents rated the overall job as above average to excellent and one quarter of the respondents did not answer this question.

- 2) a) "The goals of the project were clearly explained to me."

Almost 92% of the respondents indicated agreement to strong agreement with this statement.

- b) "I was well-informed of my roles in the project and the tasks I was to perform."

The majority of respondents (75.0%) are in strong agreement with this statement. Equal numbers (8.33%) are neutral toward it, disagree with it and did not respond to this statement.

- c) "The learning activity packets are useful in their present form for classroom instruction."

Half the respondents are in agreement with this statement while a quarter are neutral toward it, 8.33% disagree with it, and 16.67% did not respond.

- d) "The project focus of integrating the teaching of Career Education into the curriculum should be continued."

Nine out of the twelve respondents are in agreement or strong agreement with this statement. Equal numbers (8.33%) are neutral toward it, strongly disagree with it and provide no response.

- e) "The teacher visitation by project staff was helpful to me."

One quarter of the respondents are in agreement with this statement, while half are neutral toward it and 8.33% disagree. In addition, 16.67% of the respondents did not answer this question.

- f) "The Users Committee had a positive impact on the project."

Responses here cluster between neutral and agreement with the statement. 41.67% of the respondents are in agreement while 33.3% are neutral toward the statement. Equal numbers (8.33%) disagreed with the statement, strongly disagree with the statement, or provide no response.

- g) "Activities of the local User group were coordinated with the project staff."

Three quarters of the respondents are in agreement with this statement while one quarter are neutral toward it.

- h) "User Committee input had an affect on project management."

Two-thirds of the respondents were in agreement with this statement while one quarter were neutral toward it, and 8.33% strongly disagreed with it.

- i) "The Career Education materials/activities resulted in cognitive achievement gains by students in my district."

41.67% of the respondents were in agreement with the statement while one third were neutral and 16.67% disagreed

with it. One respondent did not answer the question.

- j) "Students' attitude toward self and school has improved as a result of Career Education materials/activities."

The most frequently occurring response in two-thirds of the cases was neutrality toward the statement. Twice the number of respondents disagreed with the statement (16.67%) as were in agreement with it. One respondent did not answer the question.

- k) "Students' awareness of career options has improved as a result of the project."

The most frequently mentioned response was neutrality toward the statement by 41.67% of the respondents. Five respondents rated it agreement or strong agreement with the statement and two disagreed with it.

- l) "As a result of my participation in the project, I will continue to promote the use of project materials and resources in our classrooms."

Half the respondents were in agreement with the statement while one third of the respondents were neutral and 16.67% of the respondents did not answer.

Of the statements, the "a" statement was rated most positively by respondents, with statements "b", "d", and "g" next, and statement "h" following.

Conversely, statements in which there was the greatest degree of disagreement or strong disagreement were: "f", "i", and "k", with statements "c", "d", and "e" following.

- 3) "Please rate the degree of support (resource, personal, etc.) given to the project in your district by:"

From the overall responses, the most supportive individuals/agencies were, in order of decreasing support,: central administration, teachers who participated in the CEIS Project, building principals, Board of Education, parents, and teachers who did not participate in the project. Conversely, the individuals/agencies receiving the greatest number of unsupportive or highly unsupportive ratings were teachers who did not participate in the project, and teachers who participated in the project. It is interesting that teachers who participated in the project and those

who did not participate in the project receive the greatest dichotomy of opinion as to degree of support.

- 4) "Which factors contributed positively and negatively, respectively, to the project's operation in your district. (Please list)"

The composite rankings indicate the project director and project materials as the most frequently mentioned, positive factors; lack of facilities, lack of money, were the most frequently mentioned, negative factors.

Analysis of Responses from Members Serving on User Committee
For One to Two Years

- 1) "Please rate the overall job done by the project's staff."

Three quarters of the respondents rated the project staff's job as above average, while one quarter (one member) rated it average.

- 2) a) "The goals of the project were clearly explained to me."

Respondents are in agreement (75.0%) or strong agreement (25.0%) that the project goals were clearly explained.

- b) "I was well-informed of my roles in the project and the tasks I was to perform."

Responses range from strong agreement on the part of half the respondents to equal percentages (25.0%) expressing agreement and a neutral attitude.

- c) "The Learning Activity Packets are useful in their present form for classroom instruction."

The majority (75.0%) of respondents perceive the LAP's to be useful in their present form, while 25.0% (one respondent) are neutral toward the statement.

- d) "The project focus of integrating the teaching of Career Education into the curriculum should be continued."

Responses are positive and in agreement with this statement. The majority (75.0%) agreed that the infusion of Career Education into the curriculum should be continued. Further, one respondent is in strong agreement with the statement.

- e) "The teacher visitation by project staff was helpful to me."

Responses range from neutral to agreement with the statement. Half the respondents are neutral toward the helpfulness of the teacher visitation by project staff. One respondent was in agreement, and one made no response.

- f) "The Users Committee had a positive impact on the project."

In this case, respondents are evenly divided as to agreement with or neutrality toward the statement of impact of the Users Committee.

- g) "Activities of the local User group were coordinated with the project staff."

Three quarters of the respondents were in agreement with the statement; one was neutral.

- h) "User Committee input had an affect on project management."

Respondents are evenly divided as to agreement or neutrality with respect to this statement.

- i) "The Career Education materials/activities resulted in cognitive achievement gains by students in my district."

Here, half of the respondents agreed that cognitive achievement gains were made by CEIS students, while equal numbers (25.0%) disagreed and made no response, respectively.

- j) "Students' attitude toward self and school has improved as a result of Career Education materials/activities."

Responses were evenly divided (25.0% each) between agreement, disagreement, neutrality, and no response.

- k) "Students' awareness of career options has improved as a result of the project."

Responses here were evenly distributed (25.0% each) between strong agreement, agreement, strong disagreement, and disagreement.

- l) "As a result of my participation in the project, I will continue to promote the use of project materials and resources in our classrooms."

Half the respondents agreed that they would continue to promote the project materials, while equal numbers (25.0%) were neutral and did not respond, respectively.

- 3) "Please rate the degree of support (resource, personal, etc.) given to the project in your district by:"

Parents, building principals, and central administration ratings ranged from neutral to supportive. In the case of parents, one member did not respond. In the case of teachers who participated in the project, perceptions were evenly divided between highly supportive, supportive, unsupportive, and no response.

In regard to non-CEIS teachers, the majority (50.0%) of respondents rated them unsupportive, while responses regarding the Board of Education were evenly distributed between supportive, neutral, unsupportive, and no response.

Overall, while parents, building principals, and central administration received positive ratings, teachers who participated in the project were the only category perceived as "highly supportive". This category, of course, also received an unsupportive rating, as did the Board of Education and the non-CEIS teacher category.

- 4) "Which factors contributed positively and negatively, respectively, to the project's operation in your district. (Please list)"

The most frequently mentioned, positive factors were the staff's support and availability, which half of the respondents listed - the project materials, per se, and their availability. The project materials were mentioned by all of the respondents in this category as a positive factor.

Most commonly mentioned, negative factors were: lack of facilities or financial commitment by half the respondents and minimal participation of those who were involved by another half of the respondents. Other inhibiting or negative factors mentioned singly included: lack of implementation strategy, teachers who were at different "starting points", school location, and Board of Education disinterest.

Maintain Liaison With Post-Secondary Institutions

The Career Education Instructional System continued to serve as a resource for post-secondary institutions carrying out preparation programs for teachers, counselors, and other personnel. The resources provided were: materials, media, and person resources.

Samples of CEIS Learning Activity Packets were provided to the EPDA Summer Institute in Career Education at the State University College at Buffalo. A presentation was made to the secondary teachers and counselors in this program as well.

During the 1975-76 school year, presentations on Career Education and the CEIS Project were made to three, additional, graduate-level classes at the State University College at Buffalo in teacher preparation. An invitational presentation was made to a graduate class in Counselor Education at the State University of New York at Buffalo.

This year (1975-76) presentations were made to students in two, career development seminars at Villa Maria College. The interactions with the students at this community college were particularly interesting and rewarding.

All of these cooperative ventures have added to the improvement of Career Education and its delivery to students in Erie County.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI- CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	39	9	33	7643	8	7732	33	154	54	3874	3858
MIDDLE/JUNIOR HIGH (7-9)	8	3	7	1688	3	1709	8	34	120	857	852
SENIOR HIGH (10-12)	5	1	6	1024	1	1037	5	21	73	520	517
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	52	13	46	10,355	12	10,478	46	209	247	5351	5257
EDUCATIONAL PERSONNEL											
TEACHERS	2	0	2	229	0	233				183	50
COUNSELORS	0	0	0	25	0	25				12	13
ADMINISTRATORS	0	0	0	60	0	60				10	50
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	4		12	434	4	454					
PARENTS	6	0	0	539	0	545					
OTHER (specify)	0	0	0	0	0	0					
TOTAL	64	13	60	11,642	16	11,795					

11. Evaluation

Formal Validation of Materials

Collect and Assess Data on Learning Activity Packets as Students Are Affected

A major goal of the demonstration year, 1975-76, was that student awareness of careers increased as an outcome of being involved in the learning activities developed by the CEIS Project. To determine if this was the case, the Career Information Questionnaire was administered at grade seven and grade ten levels.

The Career Information Questionnaire had already been used on samples of students county-wide in the previous, two, field test years; 1973-74 and 1974-75. An average score on this questionnaire was established on control groups of students in each of the successive years, 1973-74 and 1974-75. In 1974-75, the first experimental groups, at both grade seven and grade ten, were tested.

As part of the assessment of the effect of the Learning Activity Packets, the six, seventh grade and six, tenth grade, experimental groups were tested in 1975-76. Table I displays the data collected over the three years with this instrument for grade seven.

Table I - CIQ Results County-Wide

Grade Seven Control 1973-74 N = 403 33.2	Grade Seven Experimental 1974-75 N = 332 33.6	Grade Seven Experimental 1975-76 N = 564 34.4
Grade Ten Control 1973-74 N = 305 37.5	Grade Ten Experimental 1974-75 N = 199 36.8	Grade Ten Experimental 1975-76 N = 239 36.7

No effect has been shown at grade ten by this measure. At grade seven however, a steady growth has been shown. The increase of 0.4 in the 1974-75 year was not statistically significant, but indicated the beginning of change. The increase from 33.2 to 34.4 in 1975-76 is statistically significant at the .01 level and demonstrates the growth in awareness at grade seven that was expected.

Viewing the total population at grade seven and grade ten for the project masks individual district gains which can be seen readily by the data in Table II.

At grade ten, three of the seven experimental groups exceeded the mean and four did not achieve the average score. At grade seven, five of the six experimental groups exceeded the average for all seventh graders.

Examination of the tenth grade students by sex showed that overall, girls attained the project-wide average. Boys scored, on an average, 1.5 points below the average. At the seventh grade however, both boys and girls scored about average, with the average girls' score 0.7 points above the boys' average score at 34.1.

Table II

District Number	Grade 7 Control	Grade 7 Exp. 1974-75	Grade 7 Exp. 1975-76	Grade 10 Control	Grade 10 Exp. 1974-75	Grade 10 Exp. 1975-76
01	30.7	-	-	37.9	-	38.7
02	34.6	-	31.6	-	-	39.5
03	32.6	-	-	36.2	37.8	37.1
04	31.0	26.0	35.5	38.6	37.0	-
10	36.1	32.0	-	38.5	34.2	35.4
12	33.0	-	38.0	36.9	32.4	-
13	33.6	37.5	35.2	34.6	40.8	-
16	31.6	-	-	37.1	34.0	34.5
17	31.4	35.2	-	37.4	38.0	37.6
21	32.9	34.0	33.8	37.2	-	-
22	33.5	33.4	34.7	39.5	38.2	-
24	33.6	30.8	-	36.4	-	25.9
All District	33.2	33.6	34.4	37.6	36.8	36.7

11. Evaluation (con't.)

Pre - Post Achievement Testing

The procedure of pre- and post-testing was continued in the two hundred and twenty-nine, experimental classes in the project during 1975-76. The results of the pre- and post-tests were subjected to comparison to identify gains in achievement.

In the groups tested, the experimental and control groups showed uniformity on the pre-test seventy-four percent of the time. That is, there was no significant difference between the control and experimental groups before treatment.

On applying a sign test for pre- and post-test, the results for groups tested indicated generally the following:

1. Experimental groups made more gains than control groups.
2. The largest gains took place at the primary level (K-3) for both groups, however, the gains made by experimental groups were from fifteen to forty percent greater than gains by the control groups.

The limitations of these findings were that the instruments were too easy for the earlier grade levels and that the treatment was begun later during 1975-76 than the previous year. However, the percentage of increases in experimental groups was greater during the demonstration year than the last experimental year. Two, brief tables indicate preliminary findings leading to the above judgements.

The results of the pre- and post-testing technique and the gains in awareness measured by the Career Information Questionnaire

indicate a growing effect of the Career Education Instructional System as to its effect on students and the positive effect on career development. It is truly unfortunate that the independent evaluations that were to be performed by Policy Studies in Education of the effect of the Learning Activity Packets on achievement could not have been completed so that evidence from another perspective could not have been available. The increasing evidence of the positive effect of the Career Education Instructional System would have been enhanced.

12. Changes and/or Problems

No problems were encountered other than policy changes in the goals of the Consortium and operational difficulties with Policy Studies, in terms of preparing additional pre- and post-assessments for the validation of the CEIS Learning Activity Packets. The delays experienced through this problem area has reduced the data available indicating the effect of the packets for validation purposes.

13. Dissemination Activities

Increase Dissemination of Career Concept

Promote Regional Dissemination Meetings

Regional Dissemination meetings were promoted in three ways during the 1975-76 year. The first activity was cooperation with Sam Corsi, Coordinator of the Dissemination Project of the New York State Consortium for Career Education. The second set of activities was the cooperative planning with the Western New York Consortium projects in Allegany and Orleans-Niagara County for a Music teachers' workshop and an Art teachers' workshop. The third activity was cooperative planning with Orleans-Niagara, Allegany, and the Career Motivation Program in East Aurora for a workshop for guidance counselors in CMP, and a workshop for secondary teachers on simulation techniques in Career Education.

In conjunction with Sam Corsi, the CEIS Project participated in regional sharing conferences in Career Education in Albany, Rochester, Buffalo, and Westchester. In all of these conferences, the project director had responsibility in leading a discussion on problem-solving for Career Education implementation and presenting the accomplishments of the CEIS Project. The opportunity to interact with more than one hundred persons at each regional conference aided the dissemination of the Career Education concept.

14. Special Activities

The cooperative planning with the Allegany and Orleans-Niagara projects led to a one-day workshop for Music teachers and an all-day mini-conference at the Albright-Knox Gallery for Art teachers.

The Music teachers developed a series of activities relating Career Education and Music which was produced and called, "Theme and Variations on Career Education". The Art teachers' mini-conference produced a number of Career Education activities in Art instruction. This publication was called, "Career Education Sketchbook For Art Teachers". Both publications indicate the interest of teachers in the Career Education concept and its application in their field. Both of the above activities served teachers in the entire Western New York region.

Provide Assistance to the Adopter Model (Allegany County)

On request of Mrs. Pam Serio, the CEIS project director provided materials for one pilot district Andover, in Allegany County. Twelve teachers from Andover were involved in using the CEIS materials during the 1975-76 year. Before the materials were used, the director and Mrs. Serio conducted a one-day, pre-use workshop for these teachers. Pre- and post-testing was carried out by the district.

Reports from Mrs. Serio indicate that the pilot experience of the teachers has increased interest in Career Education in Andover.

Career Education Program
Project Performance ReportsForm Approved
OMB No. 51-R1187

1. Project Number	2. Grant Number 60553	3. Nature of Report ☐ Semi-annual ☒ Final
4. Project Title New York State Consortium For Career Education		5. Period Covered By This Report From (mo., day, yr.): July 1, 1975 To (mo., day, yr.): June 30, 1976
6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11) ☒ Incremental ☐ Settings ☐ Populations ☐ Training ☐ Communications ☐ State Plan		
7. Name of Project Director James R. Spengler		
8. Name and Address of Grantee/Assistance Contractor Institution Career Education Instructional System c/o Erie #1 BOCES, P.O. Box J, 455 Cayuga Rd. Cheektowaga, New York 14225		
		Telephone Area Code Number 716 634-6800 Ext. 270

The major activity of the CEIS Project was to demonstrate the use of the CEIS Learning Activity Packets as a way of showing the effect of the Career Education concept on students K-12. This was carried out in 233 classrooms affecting at least 10,478 students. This increase of 36% in usage occurred in sixteen school districts or in 60, different school buildings in Erie County.

The Career Education Instructional System Learning Activity Packets were revised and reprinted in 1975-76 to reflect changes

suggested by teachers in the previous year and to eliminate as much as possible any bias, racial or sexist.

Each of the school districts active in the 1975-76 year were encouraged and supported in efforts to develop district Career Education action committees. All districts showed some progress in this respect and, six formed committees and began to plan for district progress in further implementation of Career Education in those districts. The other districts were in various stages in this development. Three of the six districts had progressed far enough to submit policy goals to their school boards for action.

Career guidance was improved by supporting guidance activities that were already started, for example, the Career Guidance Role Projects begun in 1974-75 by the Western New York School Guidance Association. Training sessions for the Career Motivation Program were held.

Communications with all interested teachers in the County were maintained through the CEIS Bulletin which was published four times during the year. This activity was supplemented by the monthly meeting of the project district representatives, the Users' Committee. In addition, each teacher using the Learning Activity Packages were visited three times during the school year.

Liaison was maintained with institutions of higher learning carrying out teacher-preparation programs through presentations, materials and serving as a clearinghouse for Career Education information. Two, direct presentations were made to students in Career

Development Seminars at Villa Maria College, a two-year, post-secondary institution.

The formal validation of the Career Education Instructional System Learning Activity Packets was furthered by the use of the Career Information Questionnaire at grades 7 and 10. Previous use of this instrument indicated gains in career awareness due to the involvement in experimental classes. The gain during 1975-76 at the grade 7 level was statistically significant over the base mean values established for students with no Career Education involvement in 1973-74 and 1974-75. Grade ten showed no increase in career awareness.

The pre-post testing of experimental classes in the four, curriculum areas of Language Arts, Mathematics, Social Studies and Science was carried out again, repeating the method used in 1974-75. Experimental groups receiving instruction using the career concept showed higher gains than the corresponding control groups in 74 percent of the cases. This was an improvement over the situation in 1974-75 when the same result was observed in only half of the experimental cases.

The only problem faced during the year was the breakdown of the independent pre-post evaluations of the CEIS Packets caused by contract delays beyond project control.

Two, special activities - a workshop for Music teachers and a mini-conference for Art teachers interested in Career Education - were carried out. In both cases, a set of materials were produced and disseminated to interested school districts.

APPENDIX

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
FIRST SUPERVISORY DISTRICT, ERIE COUNTY

BOCES SERVICE CENTER
495 CAYUGA ROAD, CHEEKTOWAGA, NEW YORK 14225
TELEPHONE: (716) 634-6800

MAILING ADDRESS: BOX J
CHEEKTOWAGA, NEW YORK 14225

PLANNING/INSTRUCTIONAL SERVICES DIVISION

FOR YOUR INFORMATION

M E M O R A N D U M

TO: Career Education Instructional System
(CEIS) Project Local User Committee Members

FROM: *[Signature]* Malcolm J. Conway

DATE: *[Signature]* May 12, 1976

SUBJECT: Project Operation Questionnaire

As part of our external evaluation of the Career Education Instructional System (CEIS) Project, we are interested in obtaining your perceptions of selected aspects of the project's operation. Your insights in your dual role as both an integral part of the project and your district role will be most helpful to us in this regard.

May we ask your cooperation in completing the enclosed brief questionnaire and returning it to us by June 1st in the envelope which is provided. It will not be necessary to sign your name to the questionnaire, although feel free to do so, if you wish. We would like you however, to indicate the number of years that you have served on the committee.

Your attention to this request is appreciated.

MJC/aa
Encl.

CAREER EDUCATION
INSTRUCTIONAL SYSTEM
PROJECT OPERATION
QUESTIONNAIRE

May, 1976

Name/District (optional) _____

Number of years served on
User Committee (circle)

1

2

3

4

D I R E C T I O N S

Please answer each question by checking (✓) the response which
best describes your feeling. Space is provided for additional
comments in the last question.

1. Please rate the overall job done by the project staff.

excellent above average average fair poor

2. Next to each statement check the extent to which you agree or disagree with it.

	<u>strongly</u> <u>agree</u>	<u>agree</u>	<u>neutral</u>	<u>disagree</u>	<u>strongly</u> <u>disagree</u>
a. The goals of the project were clearly explained to me.					
b. I was well informed of my roles in the project and the tasks I was to perform.	_____	_____	_____	_____	_____
c. The learning activity packets are useful in their present form for classroom instruction.	_____	_____	_____	_____	_____
d. The project focus of integrating the teaching of career education into the curriculum should be continued.	_____	_____	_____	_____	_____
e. The teacher visitation by project staff was helpful to me.	_____	_____	_____	_____	_____
f. The User's Committee had a positive impact on the project.	_____	_____	_____	_____	_____

- | | <u>strongly</u>
agree | <u>agree</u> | <u>neutral</u> | <u>disagree</u> | <u>strongly</u>
disagree |
|---|--------------------------|--------------|----------------|-----------------|-----------------------------|
| g. Activities of the local User Group were coordinated with the project staff. | _____ | _____ | _____ | _____ | _____ |
| h. User Committee input had an effect on project management. | _____ | _____ | _____ | _____ | _____ |
| i. The career education materials/activities resulted in cognitive achievement gains by students in my district. | _____ | _____ | _____ | _____ | _____ |
| j. Student's attitude toward self and school has improved as a result of career education materials/activities. | _____ | _____ | _____ | _____ | _____ |
| k. Student's awareness of career options has improved as a result of the project. | _____ | _____ | _____ | _____ | _____ |
| l. As a result of my participation in the project, I will continue to promote the use of project materials and resources in our classrooms. | _____ | _____ | _____ | _____ | _____ |

3. Please rate the degree of support (resource, personal, etc.) given to the project in your district by:

- | | <u>highly</u>
supportive | <u>supportive</u> | <u>neutral</u> | <u>unsupportive</u> | <u>highly</u>
unsupportive |
|--|-----------------------------|-------------------|----------------|---------------------|-------------------------------|
| a. Parents | _____ | _____ | _____ | _____ | _____ |
| b. Your Building Principal | _____ | _____ | _____ | _____ | _____ |
| c. Teachers who participated in the project. | _____ | _____ | _____ | _____ | _____ |

Evaluation Report

Erie BOCES #1

Evaluation Report by Policy Studies in Education
August 1976

ERIE COUNTY BOCES #1

The Erie County BOCES #1, located in Cheektowaga, New York, serves a suburban-urban mix of students in the western part of the state. Approximately 15,000 students (K-12) and 300 teachers were targeted for involvement in this career education program during the 1975-76 school year.

The Project Director has focused the district's attention on the implementation of the recently revised and disseminated 52 Career Education Instructional System Learning Activity Packets (LAPs). The LAPs were divided by grade level into four subject areas: language arts, social studies, math, and science.

The New York State Consortium for Career Education funded this Project at \$42,328; an additional \$18,000 was contributed by the local districts served by the BOCES.

During the first week of August, PSE staff visited Buffalo to discuss the Career Education Instructional System (CEIS) with the Project Director. The Project Director described the development and use of the LAPs over the past few years. Each LAP is made up of various learning activity sheets which may accomplish that objective, a list of instructional resources, and a measuring device for that objective. An LAP may have between 8 and 23 learning activities from which teachers may choose those most appropriate to their students and curriculum. Each LAP also includes a master sheet of instructional resources, a student assessment instrument, an answer key for that assessment instrument, an evaluation form to be returned to the Project Director by the teacher, and blank forms on which teachers may write activities which they developed on their own for a specific LAP.

In addition to the use of these career education materials by the regular classroom teachers in Erie County, the LAPs were also used as a resource for ideas and activities by special education teachers in Erie County and by the professionals who run a residential facility for wards of the court (the concepts of the importance of work and education are fundamental to the schooling of these young men as conducted by these professionals).

Six objectives were set by the Project Director for this year, and PSE has fully evaluated three of them. The discussion of those chosen objectives (two for teachers and one for administrators), the Project Director's program plan for accomplishing them, and PSE's matching evaluation plan to assess Project accomplishments follow.

ERIE COUNTY BOCES #1

TEACHER OBJECTIVE

OBJECTIVE

20% of those teachers who participated in orientation workshops for LAPs will possess the skills needed to incorporate career education activities into all subject areas.

PROGRAM PLAN

Target Population. Volunteers who attend workshops

Activity. Participate in workshops, then devise own career education activities and curriculum ideas

Timeline. October '75-June '76

EVALUATION PLAN

Data and Data Source. Teachers' testimony

Sample Size. Approximately 400 workshop participants

Instrument. Questionnaire

Time(s) of Administration. June

ERIE COUNTY BOCES #1 TEACHER OBJECTIVE

The Project Director had a two-fold purpose behind the workshop aimed at orienting teachers to the career education LAPs. First, he desired to have teachers understand how to use the LAPs in class and, of course, to use them frequently. Second, he hoped that, by learning about career education and career education strategies through the LAPs, teachers would be able to devise career education activities on their own and incorporate career education concepts in all subject matter.

To measure teachers' attitudes towards and use of the career education LAPs and to determine how comfortable they felt with career education concepts and activities, PSE designed a professional staff questionnaire which was sent to approximately 400 Erie County teachers who had participated in career education orientation workshops conducted by the Project Director this year or previously. The Project Director graciously supplied address labels for all these teachers and PSE mailed out the questionnaires in early June. The complete tabulated results of the 173 returned questionnaires follow this narrative.

Findings

Over half of the respondents indicated that they were providing career education for their students through using the LAPs as well as by integrating career education concepts into their classroom activities on their own. Another 27% said they were providing career education primarily through the LAPs, while 12% said that they were providing career education primarily through their own integration of career education concepts into the curriculum. Thus, it is encouraging to see that many

more teachers are using the combined approach (LAPs plus their own ideas), and this is the exact result which the Project Director had hoped for. In addition, although only a small minority (15%) noted that they included career education concepts and activities in their instruction on a daily basis when they were not specifically teaching one of the LAPs, over 60% indicated that they provided career education instruction on their own at least weekly or monthly. While these findings do not indicate an overwhelming degree of career education infusion by the teachers on their own, they do evidence a positive basis for support of further career education activities and in-service workshops in Erie County.

When asked how well teachers felt they understood career education concepts and the career education movement in general, 41% responded very well, while 53% responded fairly well. Furthermore, 36% of the respondents believed they could explain the purpose of career education to the parents of their students very well, while 56% thought they could explain career education to the parents fairly well. In general, these two findings seem to illustrate good basic understanding of career education concepts and purposes and would indicate that the career education in-service workshops in Erie County have been successful at least to this point.

In delving for information more pertinent to the LAPs themselves and the teachers' reactions to them, PSE asked a number of questions. For instance, question 7 (see the tabulated results which follow this narrative) shows a breakdown of the percentage of respondents who used each of the career education LAPs. These figures prove that the LAPs are in use by at least some of the teachers whom we canvassed. The smallest degree of use seems to be in the math and science high school LAPs; in other words, of those teachers who use LAPs at the eleventh and twelfth grade levels, all use either

the social studies or language arts LAPs and none use the math or science LAPs. Of the teachers we surveyed, LAPs at the elementary and junior high school levels received the most use, while those at the high school were used comparatively little. This finding is not unusual for career education programs across the country and is probably a result of the bias of upper level subject-oriented teachers who think they cannot find a place for career education in their traditional discipline-oriented curriculum.

The data for question 9 concerning the difficulty level and relevancy of LAP objectives show that, in most cases, teachers felt that the LAP objectives were about the right level of difficulty and were relevant for their students and their curriculum. While 89% of our respondents declared that they had used LAPs at some time (in other words, after attending the orientation workshops, the vast majority of teachers decided to use the LAPs in their classes), most teachers felt that their students were only fairly interested in the LAP activities and that the LAPs motivated the students only somewhat to inquire further about subjects on their own. While 59% of the respondents felt that the LAPs made the curriculum somewhat more relevant to their students, only 25% responded that they felt the LAPs made the curriculum very relevant to their students. In other words, all these findings taken together seem to indicate that the teachers are somewhat positive in their reactions to the LAPs and felt that their students' reactions were positive, but neither teachers nor students seem to be overwhelmingly enthusiastic about the LAPs. It is important to remember that these LAPs were a major part of the Consortium's curriculum products and that they covered four subject areas K-12; therefore, it was essential that PSE collect as much information as possible about them.

In the final question of the questionnaire, the teachers were asked to express their general opinion about the LAPs. They were given five scales on which to rate each packet which they used. The teachers were asked to comment whether the packet was easy or difficult to use, able or unable to be integrated into the regular curriculum, effective or ineffective, exciting or boring, and, in general, valuable or worthless. The results by individual LAP are presented in the final thirteen pages of the tabulated results which follow. Because of the variety of responses to the many individual LAPs, it is not possible to make sweeping generalizations about teachers' reactions to them. The tabulated results, therefore, have been presented in full so that the reactions to each LAP may be recorded here as accurately and fairly as possible. It should be noted that these results are based on the opinions of less than ten teachers for any one packet; while this is certainly not a large enough sample size to be representative of all teachers who may have used LAPs this year, hopefully these results will give some indication of a handful of teachers' thoughts.

POLICY STUDIES IN EDUCATION

475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 684 • 6940

ERIE COUNTY BOCES #1**CAREER EDUCATION
STAFF QUESTIONNAIRE**

This questionnaire is designed to identify your knowledge of, attitudes toward, and involvement in career education. It is an important part of a study which Policy Studies in Education is carrying out for Jim Spengler, the Career Education Project Director for the Erie County BOCES. Your answers will help shape new and existing career education programs.

All questionnaires will be treated confidentially, and no responses will be presented in a way which will identify any individual.

We thank you in advance for your time and cooperation.

NAME OF YOUR SCHOOL: _____

DATE COMPLETED: _____

I. Background Information

1. How many years have you been a teacher?

- | | |
|-------------------|--------------------------|
| A. 1-2 years 5% | D. 11-15 years 18% |
| B. 3-5 years 24% | E. 16-20 years 10% |
| C. 6-10 years 34% | F. More than 20 years 8% |

2. Circle all the grades you are currently teaching or with which you are in direct contact. If your school has ungraded classes, circle the grades corresponding to the ages of your students.

7%	10%	16%	18%	13%	9%	10%						
K	1	2	3	4	5	6	7	8	9	10	11	12
	13%	12%	14%	16%	10%	12%						

3. How many years have you been a teacher of your current grade level?

- | | |
|------------------|-------------------------|
| A. 1-2 years 17% | C. 6-10 years 34% |
| B. 3-5 years 29% | D. 11 or more years 20% |

4. In what way have you provided career education for your students?

- 3% A. Have not provided career education (do not complete remainder of questionnaire)
- 27% B. Primarily through CEIS Learning Activity Packets
- 12% C. Primarily by integrating career education concepts into classroom activities, not through CEIS Learning Activity Packets
- 56% D. A combination of both B and C
- 4% E. Other (please specify) _____

5. Have you ever used one or more of the CEIS Learning Activity Packets?

89% YES 11% NO (if NO, do not complete remainder of questionnaire)

6. How often do you include career education concepts and activities in your instruction when you are not specifically teaching one of the CEIS Learning Activity Packets?

DAILY	WEEKLY	MONTHLY	YEARLY
<u>6%</u> 1 time	<u>10%</u> 1 time	<u>5%</u> 1 time	<u>1%</u> 1 time
<u>3%</u> 2 times	<u>17%</u> 2 times	<u>10%</u> 2 times	<u>1%</u> 2 times
<u>2%</u> 3 times	<u>8%</u> 3 times	<u>5%</u> 3 times	<u>4%</u> 3 times
<u>1%</u> 4 times	<u>3%</u> 4 times	<u>3%</u> 4 times	<u>3%</u> 4 times
<u>3%</u> More	<u>4%</u> More	<u>3%</u> More	<u>7%</u> More

7. Learning Activity Packets were developed for math, science, social studies, and language arts and were available for grades K-12. What Learning Activity Packets did you use? (Please place a check or

or checks in the appropriate box or boxes below.) Also indicate whether you completed activities for "some objectives" or "all objectives" for each packet taught.

GRADE LEVEL	Subject Areas				I Completed Activities For:								NO ANSWER %			
	MATH	SCIENCE	SOCIAL STUDIES	LANG. ARTS	SOME				ALL							
					OBJECTIVES%				OBJECTIVES %							
K	18%	27%	27%	27%	50	33	33	67	50	67	67	30	0	0	0	0
1	30%	30%	30%	11%	75	75	100	100	12	25	0	0	12	0	0	0
2	27%	13%	40%	20%	75	50	83	100	25	0	17	0	0	50	0	0
3	13%	20%	40%	27%	50	67	100	100	50	33	0	0	0	0	0	0
4	30%	12%	21%	38%	100	100	100	78	0	0	0	22	0	0	0	0
5	12%	17%	33%	38%	100	50	88	100	0	25	0	0	0	25	12	12
6	24%	27%	21%	27%	75	100	100	100	12	0	0	0	12	0	0	0
7	41%	24%	12%	24%	86	100	100	100	0	0	0	0	14	0	0	0
8	26%	16%	26%	32%	100	100	100	83	0	0	0	17	0	0	0	0
9	17%	17%	42%	25%	50	100	80	67	50	0	0	33	0	0	20	0
10	0%	14%	43%	43%	0	100	100	67	0	0	0	0	0	0	0	33
11	0%	0%	25%	75%	0	0	0	100	0	0	0	0	0	0	100	0
12	0%	0%	33%	67%	0	0	100	100	0	0	0	0	0	0	0	0
					M	SCI	SS	LA	M	SCI	SS	LA	M	SCI	SS	LA

To what degree has your use of the CEIS Learning Activity Packets influenced the amount of time you spend on career education concepts or activities?

26% A great deal

22% A little

47% Somewhat

3% Not at all

1% No Answer

Evaluate the Learning Activity Packets you used by rating them on the chart below.
(Rate only units you used.)

SUBJECT AREA	GRADE LEVEL	OBJECTIVES WERE GENERALLY:					NO ANSWER
		(check one)	(check one)	(check one)	(check one)	(check one)	
	No Answer	Too Easy	About Right	Too Hard	Relevant	Irrelevant	
MATH	K	20%	80%	0%	60%	20%	20%
SCIENCE	K	0%	100%	0%	67%	0%	33%
SOCIAL STUD.	K	0%	100%	0%	100%	0%	0%
L.A.	K	0%	75%	25%	75%	0%	25%
MATH	1	38%	62%	0%	62%	12%	25%
SCI.	1	0%	100%	0%	100%	0%	0%
S.S.	1 12%	12%	75%	0%	88%	0%	12%
L.A.	1	0%	100%	0%	50%	0%	50%
MATH	2	0%	100%	0%	75%	25%	0%
SCI.	2	0%	100%	0%	100%	0%	0%
S.S.	2	0%	100%	0%	71%	0%	29%
L.A.	2	67%	33%	0%	33%	67%	0%
MATH	3	50%	50%	0%	100%	0%	0%
SCI.	3 33%	0%	67%	0%	67%	33%	0%
S.S.	3	0%	75%	25%	50%	50%	0%
L.A.	3	0%	100%	0%	50%	25%	25%

SUBJECT AREA	GRADE LEVEL	OBJECTIVES WERE GENERALLY:					No Answer
		(check one)			(check one)		
		Too Easy	About Right	Too Hard	Relevant	Irrelevant	
MATH	4	17%	83%	0%	83%	0%	17%
SCIENCE	4	20%	80%	0%	60%	0%	40%
SOCIAL STUD.	4	17%	83%	0%	67%	17%	17%
L.A.	4	10%	80%	10%	90%	0%	10%
MATH	5	33%	67%	0%	67%	0%	33%
SCI.	5	25%	75%	0%	75%	0%	25%
S.S.	5	25%	75%	0%	75%	12%	12%
L.A.	5	25%	75%	0%	62%	12%	25%
MATH	6	0%	85.7%	14%	28.6%	14%	57%
SCI.	6	12%	75%	12%	75%	0%	25%
S.S.	6	0%	71%	14%	71%	14%	14%
L.A.	6	0%	100%	0%	67%	22%	11%
MATH	7	17%	67%	17%	83%	0%	17%
SCI.	7	0%	67%	33%	67%	0%	33%
S.S.	7	0%	67%	33%	67%	0%	33%
L.A.	7	0%	75%	25%	75%	0%	25%
MATH	8	0%	100%	0%	100%	0%	0%
SCI.	8	33%	67%	0%	33%	33%	33%
S.S.	8	0%	80%	20%	80%	0%	20%
L.A.	8	33%	67%	0%	33%	33%	33%
MATH	9	0%	100%	0%	100%	0%	0%
SCI.	9	0%	100%	0%	100%	0%	0%
S.S.	9	25%	50%	25%	75%	0%	25%
L.A.	9	25%	75%	0%	100%	0%	0%
MATH	10	0%	0%	0%	0%	0%	100%
SCI.	10	0%	100%	0%	100%	0%	0%
S.S.	10	0%	100%	0%	100%	0%	0%
L.A.	10	0%	0%	0%	100%	0%	0%
MATH	11	0%	0%	0%	0%	0%	0%
SCI.	11	0%	0%	0%	0%	0%	0%
S.S.	11	100%	0%	0%	0%	0%	100%
L.A.	11	33%	67%	0%	100%	0%	0%
MATH	12	0%	0%	0%	0%	0%	100%
SCI.	12	0%	0%	0%	0%	0%	100%
S.S.	12	100%	0%	0%	0%	100%	0%
L.A.	12	0%	100%	0%	100%	0%	0%

No Answer #9 14% respondents

10. In previous years and so far this year, how much training have you received in career education?

11% None
11% Less than 1/2 day
11% 1/2 day

18% 1 day
30% 2-4 days
3% 5 days
15% Other (please specify) _____

1% No Answer

11. How well do you feel you understand career education concepts and the career education movement in general?

<u>41%</u> Very well	<u>3%</u> Not very well
<u>53%</u> Fairly well	<u>0%</u> Not well at all
	<u>2%</u> No Answer

12. How well do you feel you could explain the purpose of career education to the parents of your students?

<u>36%</u> Very well
<u>56%</u> Fairly well
<u>9%</u> Not very well
<u>0%</u> Not well at all

13. How interested were your students in the LAP activities?

<u>34%</u> Very interested
<u>56%</u> Fairly interested
<u>9%</u> Not very interested
<u>1%</u> Not interested at all

14. Do you feel that the LAPs motivated the students to inquire further about any subjects on their own?

<u>11%</u> Yes - extremely motivational
<u>67%</u> Yes - somewhat motivational
<u>20%</u> Not motivational
<u>3%</u> No Answer

15. Do you feel that the LAPs made the curriculum more relevant to your students?

<u>25%</u> Yes - very relevant
<u>59%</u> Yes - somewhat relevant
<u>14%</u> No - no more relevant
<u>2%</u> No Answer

16. How do you feel about the Learning Activity Packets?

Please indicate your general opinions about the Learning Activity Packets you used on the scales which follow. The more strongly you feel, the closer to the descriptor you should place your X. For instance, if you think that a packet was neither good nor bad, you would place an X through the middle of the line as shown in the example below.

GOOD 1 2 3 4 5 BAD

X

Do one set of scales for each packet you used.

SUBJECT AND GRADE OF PACKET: MATH -- Grade K

Easy to use	100%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	33%	67%				Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	33%	33%	33%			Ineffective
	1	2	3	4	5	
Exciting	33%		33%	33%		Boring
	1	2	3	4	5	
Valuable	33%		33%	33%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade K

Easy to use	100%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	100%					Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	50%	25%	25%			Ineffective
	1	2	3	4	5	
Exciting	50%	25%	25%			Boring
	1	2	3	4	5	
Valuable	50%	25%		25%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade K

Easy to use	100%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	100%					Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective		50%	50%			Ineffective
	1	2	3	4	5	
Exciting		50%	50%			Boring
	1	2	3	4	5	
Valuable		100%				Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade K

Easy to use	100%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	100%					Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	67%	33%				Ineffective
	1	2	3	4	5	
Exciting		67%	33%			Boring
	1	2	3	4	5	
Valuable	33%	67%		61		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: MATH -- Grade 1

Easy to use	71%	14%	14%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	29%	43%	29%			Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	14%	57%	14%	14%		Ineffective
	1	2	3	4	5	
Exciting	14%	57%	14%	14%		Boring
	1	2	3	4	5	
Valuable	14%	57%	14%	14%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 1

Easy to use	57%	43%				Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	71%	14%	14%			Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	29%	43%	29%			Ineffective
	1	2	3	4	5	
Exciting	14%	57%	14%	14%		Boring
	1	2	3	4	5	
Valuable	14%	43%	43%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 1

Easy to use	43%	14%		43%		Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	43%	29%		29%		Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	29%	43%	14%	14%		Ineffective
	1	2	3	4	5	
Exciting	14%	14%	57%	14%		Boring
	1	2	3	4	5	
Valuable	29%	14%	57%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 1

Easy to use		100%				Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum		100%				Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective		50%	50%			Ineffective
	1	2	3	4	5	
Exciting			100%			Boring
	1	2	3	4	5	
Valuable			100%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: MATH -- Grade 2

Easy to use	25%	25%	25%	25%	25%	Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	50%	25%			25%	Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	50%	25%	25%			Ineffective
	1	2	3	4	5	
Exciting	50%	25%		25%		Boring
	1	2	3	4	5	
Valuable	50%	25%		25%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 2

Easy to use	100%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	50%	50%				Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	100%					Ineffective
	1	2	3	4	5	
Exciting	100%					Boring
	1	2	3	4	5	
Valuable	100%					Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 2

Easy to use	50%	33%	17%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	50%	33%	17%			Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	33%	50%	17%			Ineffective
	1	2	3	4	5	
Exciting	33%	33%	33%			Boring
	1	2	3	4	5	
Valuable	33%	50%	17%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 2

Easy to use	25%	50%	25%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum		100%				Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective			75%	25%		Ineffective
	1	2	3	4	5	
Exciting			75%	25%		Boring
	1	2	3	4	5	
Valuable			75%	25%	63	Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: MATH -- Grade 3

Easy to use	67%	33%				Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	67%		33%			Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	67%		33%			Ineffective
	1	2	3	4	5	
Exciting	33%		67%			Boring
	1	2	3	4	5	
Valuable	67%		33%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 3

Easy to use	100%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum					100%	Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective				100%		Ineffective
	1	2	3	4	5	
Exciting					100%	Boring
	1	2	3	4	5	
Valuable				100%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 3

Easy to use	20%	20%	40%	20%		Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum		40%	20%	20%	20%	Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	20%		60%	20%		Ineffective
	1	2	3	4	5	
Exciting		20%	60%		20%	Boring
	1	2	3	4	5	
Valuable	20%		20%	60%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 3

Easy to use	33%	50%	17%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	33%	33%	17%	17%		Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	33%	33%	33%			Ineffective
	1	2	3	4	5	
Exciting	17%	17%	67%			Boring
	1	2	3	4	5	
Valuable	33%	33%	33%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: MATH -- Grade 4

Easy to use	29%	43%	14%	14%		Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	14%	43%	29%	14%		Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	14%	29%	43%	14%		Ineffective
	1	2	3	4	5	
Exciting		43%	29%	14%	14%	Boring
	1	2	3	4	5	
Valuable	14%	29%	29%	29%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 4

Easy to use	40%	20%	40%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	20%	60%	20%			Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	40%	20%	40%			Ineffective
	1	2	3	4	5	
Exciting	40%	20%	40%			Boring
	1	2	3	4	5	
Valuable	40%		60%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 4

Easy to use	25%	25%	25%	25%		Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum		25%	25%	50%		Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective		25%	50%	25%		Ineffective
	1	2	3	4	5	
Exciting		50%	25%		25%	Boring
	1	2	3	4	5	
Valuable		25%	50%		25%	Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 4

Easy to use	25%	38%	12%	25%		Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	12%	38%		25%	25%	Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective		25%	50%	12%	12%	Ineffective
	1	2	3	4	5	
Exciting	12%		50%	38%		Boring
	1	2	3	4	5	
Valuable	12%	12%	25%	38%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: MATH -- Grade 5

Easy to use	67% 33%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	67% 33%					Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	33% 67%					Ineffective
	1	2	3	4	5	
Exciting	67% 33%					Boring
	1	2	3	4	5	
Valuable	100%					Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 5

Easy to use	67% 33%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	67% 33%					Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	33% 33% 33%					Ineffective
	1	2	3	4	5	
Exciting	67% 33%					Boring
	1	2	3	4	5	
Valuable	67% 33%					Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 5

Easy to use	43% 43% 14%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	14% 43% 43%					Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	14% 71% 14%					Ineffective
	1	2	3	4	5	
Exciting	86% 14%					Boring
	1	2	3	4	5	
Valuable	86% 14%					Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 5

Easy to use	38% 25% 25% 12%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	12% 38% 12% 38%					Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	12% 50% 25% 12%					Ineffective
	1	2	3	4	5	
Exciting	50% 38% 12%					Boring
	1	2	3	4	5	
Valuable	12% 38% 38% 12%					Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: MATH -- Grade 6

Easy to use	17%	33%	33%	17%	Difficult to use
	1	2	3	4	5
Able to integrate into regular curriculum	17%	17%	50%	17%	Unable to integrate into regular curriculum
	1	2	3	4	5
Effective		17%	50%	33%	Ineffective
	1	2	3	4	5
Exciting		17%	50%	33%	Boring
	1	2	3	4	5
Valuable		17%	67%	11%	Worthless
	1	2	3	4	5

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 6

Easy to use	67%	17%	17%	Difficult to use	
	1	2	3	4	5
Able to integrate into regular curriculum	50%	17%		33%	Unable to integrate into regular curriculum
	1	2	3	4	5
Effective	83%			17%	Ineffective
	1	2	3	4	5
Exciting	33%		33%	33%	Boring
	1	2	3	4	5
Valuable	33%	17%	33%	17%	Worthless
	1	2	3	4	5

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 6

Easy to use	14%	57%	29%		Difficult to use
	1	2	3	4	5
Able to integrate into regular curriculum	14%	29%	29%	29%	Unable to integrate into regular curriculum
	1	2	3	4	5
Effective	14%	57%	14%	14%	Ineffective
	1	2	3	4	5
Exciting	14%	57%	29%		Boring
	1	2	3	4	5
Valuable	43%	29%	14%	14%	Worthless
	1	2	3	4	5

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 6

Easy to use	11%	67%	22%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	11%	67%		11%	11%	Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	11%	22%	56%	11%		Ineffective
	1	2	3	4	5	
Exciting	11%	33%	33%	22%		Boring
	1	2	3	4	5	
Valuable	11%	44%	11%	33%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: MATH -- Grade 7

Easy to use	25%	25%	25%	25%		Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	25%	50%		25%		Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	25%	50%		25%		Ineffective
	1	2	3	4	5	
Exciting	25%	25%	25%		25%	Boring
	1	2	3	4	5	
Valuable	50%	25%		25%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 7

Easy to use	40%	40%		20%		Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	20%	20%	20%	20%	20%	Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	20%	40%	40%			Ineffective
	1	2	3	4	5	
Exciting	20%	20%	20%	40%		Boring
	1	2	3	4	5	
Valuable	20%	20%	40%	20%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 7

Easy to use			100%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum			100%			Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective			100%			Ineffective
	1	2	3	4	5	
Exciting			100%			Boring
	1	2	3	4	5	
Valuable		100%				Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 7

Easy to use	25%	25%	50%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	75%	25%				Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective		25%	75%			Ineffective
	1	2	3	4	5	
Exciting		50%	50%			Boring
	1	2	3	4	5	
Valuable		25%	75%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: MATH -- Grade 8

Easy to use	50%	50%				Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	50%			50%		Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	50%		50%			Ineffective
	1	2	3	4	5	
Exciting		50%	50%			Boring
	1	2	3	4	5	
Valuable	50%		50%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 8

Easy to use	100%					Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	100%					Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective				100%		Ineffective
	1	2	3	4	5	
Exciting				100%		Boring
	1	2	3	4	5	
Valuable			100%			Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 8

Easy to use	25%	50%		25%		Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum	25%	25%	25%	25%		Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective	25%	25%	25%	25%		Ineffective
	1	2	3	4	5	
Exciting	25%		75%			Boring
	1	2	3	4	5	
Valuable	50%		25%	25%		Worthless
	1	2	3	4	5	

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 8

Easy to use		50%	50%			Difficult to use
	1	2	3	4	5	
Able to integrate into regular curriculum		50%	50%			Unable to integrate into regular curriculum
	1	2	3	4	5	
Effective		100%				Ineffective
	1	2	3	4	5	
Exciting		50%	50%			Boring
	1	2	3	4	5	
Valuable		50%	50%			Worthless
	1	2	3	4	5	

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 9

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 9

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 9

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

SUBJECT AND GRADE OF PACKET: MATH -- Grade 10

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 10

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 10

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

33% 67%

1 2 3 4 5

33% 33% 33%

1 2 3 4 5

33% 67%

1 2 3 4 5

67% 33%

1 2 3 4 5

67% 33%

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 10

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless 71

100%

1 2 3 4 5

100%

1 2 3 4 5

100%

1 2 3 4 5

100%

1 2 3 4 5

100%

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: MATH -- Grade 11

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 11

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 11

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

100%

1 2 3 4 5

100%

1 2 3 4 5

100%

1 2 3 4 5

100%

1 2 3 4 5

100%

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 11

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

80% 20%

1 2 3 4 5

80% 20%

1 2 3 4 5

60% 40%

1 2 3 4 5

40% 40% 20%

1 2 3 4 5

60% 20% 20%

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: Math -- Grade 12

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: SCIENCE -- Grade 12

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: SOCIAL STUDIES -- Grade 12

NO RESPONDENTS

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SUBJECT AND GRADE OF PACKET: LANGUAGE ARTS -- Grade 12

Easy to use

Difficult to use

Able to integrate into regular curriculum

Unable to integrate into regular curriculum

Effective

Ineffective

Exciting

Boring

Valuable

Worthless

50% 50%

1 2 3 4 5

100%

1 2 3 4 5

50% 50%

1 2 3 4 5

100%

1 2 3 4 5

50% 50%

1 2 3 4 5

ERIE COUNTY BOCES #1

TEACHER OBJECTIVE

OBJECTIVE

Approximately 100 teachers will help to decentralize the Career Education Project through 5 hours of work per month on District Task Forces which will train other teachers and administrators in selecting career education goals and in instituting appropriate plans to accomplish them.

PROGRAM PLAN

Target Population. Volunteers with career education experience

Activity. Serve on the District Operational Career Education Task Forces

Timeline. October '75-June '76

EVALUATION PLAN

Data and Data Source. Statements of Task Force members

Sample Size. All members

Instrument. Questionnaire

Time(s) of Administration. June

ERIE BOCES #1

ADMINISTRATOR OBJECTIVE

OBJECTIVE

25 administrators will spend 5 hours per month outside of the Task Force meetings to help decentralize the Career Education Project.

PROGRAM PLAN

Target Population. 25 of all the administrators throughout the 30 districts

Activity. Serve on the District Operational Career Education Task Forces with the teacher representatives

Timeline. October '75-June '76

EVALUATION PLAN

Data and Data Source. Administrators' testimony

Sample Size. Approximately 50 administrators on the District Task Forces

Instrument. Questionnaire

Time(s) of Administration. June

ERIE COUNTY BOCES #1 TEACHER AND ADMINISTRATOR OBJECTIVES

Because this Erie County Project is centralized at the BOCES, dissemination throughout the county became a crucial issue in the successful functioning of the Project. One of the ways in which the Project Director chose to disseminate and decentralize the Career Education Project materials and services was through the use of District Task Forces. In order to measure the degree of Task Forces' involvement in career education and their support of the career education movement, PSE mailed out 105 questionnaires in mid-June. Fifteen questionnaires were sent to each of seven district leaders of career education Task Forces. We asked that they distribute these questionnaires among their Task Force members because we were unable to obtain a copy of the names of all the individual members.

Unfortunately, only 24 completed questionnaires have been returned to PSE, thus limiting the kinds of generalizations we can make about Task Force effectiveness due to the small sample size.

Findings

Because of the low return rate, we were not able to assess accurately whether or not the Project Director met his goal of involving 100 teachers and 25 administrators for five hours of work per month in decentralizing the career education program. However, we are able to say that 25% of our respondents indicated that they did spend five hours or more per month on career education work outside of the District Task Force meetings and other than on classroom instruction in career education. Another 67% of the respondents noted that they spent two to four hours per month on career education work. These findings reveal at least that the career education Task Forces are meeting and doing follow-up work on behalf of career education.

Every respondent felt that part of his/her Task Force role was encouraging teachers and other staff members to infuse career education concepts and activities into their classroom instruction. The majority of respondents also felt that their role included participating in planning career education for their district, assisting school staff members in the implementation of career education programs in the district schools, involving the community more fully in the career education program, helping other teachers and administrators select appropriate career education goals and objectives, carrying out in-service/staff development workshops on career education, and ordering and reviewing career education books, films, and resource materials. Although the role of the Task Force, then, may not be too well defined, their members are certainly trying to promote the spread of career education in many important ways.

These Task Force members also indicated that they had contacts in their district among many kinds of school personnel. All the respondents noted that they had individual teachers as contacts, 92% with individual administrators, 70-75% with guidance counselors and other specialists (e.g., reading), and 50% with the superintendent. These Task Force members have insightfully worked through all levels of the school hierarchy, probably much to the benefit of the career education program.

These Task Force members use all kinds of methods for spreading career education, including individual contacts, informal meetings or discussions with staff members individually and in groups, and formal group presentations. The two most popular activities undertaken by Task Force members were encouraging teachers and other staff members to infuse career education concepts and activities into their classroom instruction and participating in planning career education for the schools in their district.

The respondents had fairly positive feelings about the support they had received from the district schools' staff members, about their Task Force's ability to work together to promote career education, and about the overall effectiveness of the Erie County BOCES #1 Career Education Project, both in getting commitments from teachers, administrators, and other school personnel and in providing useful career education instructional materials, the LAPs.

Because the New York State Consortium for Career Education voiced this past year a concern for career education projects being located in a centralized office such as the BOCES, we asked the Task Force members their feelings about this. Twenty-nine percent of the respondents preferred the continued centralization in the BOCES of the career education program, while 4% of the respondents preferred some centralization but with more local input. Eight percent felt that centralization has provided a good start for career education in Erie County, but they would prefer to decentralize the program now; 25% preferred complete decentralization. The other respondents did not answer or had no opinion. Thus, it seems that the respondents were almost perfectly divided on the decentralization issue, and a more complete and detailed survey would need to be done to provide a more definitive answer. The District Task Forces were perhaps a good compromise for the Erie County Project in this past year.

In summary, 75% of the respondents indicated that they would definitely encourage other districts to use Task Forces in order to spread and promote career education and also commented that they would serve on a District Task Force for career education again next year. Half of the respondents believed that the career education program in Erie County would be expanded next year, while 12% also felt it would at least maintain the same level of implementation.

These findings speak well for the positive value of Task Forces at least for the members of those Task Forces. This strategy seemed to gain or at least maintain the support of these district representatives, thus providing a base for the continuation of career education in Erie County on the district level, whether or not more leadership can be supplied by the BOCES.

The tabulated results of the complete questionnaire follow.

POLICY STUDIES IN EDUCATION

475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 684-6940

Erie County BOCES #1

QUESTIONNAIRE FOR MEMBERS OF THE
DISTRICT CAREER EDUCATION TASK FORCES

This questionnaire is designed to gather information on your involvement in career education. It is an important part of a study which Policy Studies in Education is carrying out for James Spengler, the Career Education Project Director at Erie County BOCES #1. Your answers will help shape new and existing career education programs.

All questionnaires will be treated confidentially, and no responses will be presented in a way which will identify any individual.

We thank you in advance for your time and cooperation.

Name: _____

School: _____

School district: _____

Date this questionnaire was completed: _____

1. What is your current school position?

	K-6	56%	
<u>67%</u>	Teacher (grade level: <u>7-12</u>)	<u>44%</u>	<u>0%</u> Assistant principal
<u>12%</u>	Guidance counselor		<u>4%</u> Principal
<u>0%</u>	Librarian		<u>0%</u> Superintendent
<u>4%</u>	Specialist (Please specify: _____)		<u>12%</u> Other (Please specify: _____)

2. How long have you been a member of your District Task Force?

<u>21%</u> 1 year	<u>17%</u> 3 years
<u>42%</u> 2 years	<u>21%</u> More than 3 years

3. How many times per month does the District Task Force meet?

1 - 62% 2 - 21% 3 - 4% 4 - 8%

No Answer - 4%

4. How many hours per month do you spend on career education work outside of the District Task Force meetings (other than on classroom instruction in career education)?

<u>8%</u> 1 hour	<u>21%</u> 4 hours per month
<u>29%</u> 2 hours per month	<u>4%</u> 5 hours per month
<u>17%</u> 3 hours per month	<u>21%</u> More than 5 hours per month

5. What do you see as the role of the District Task Force in career education? (Check as many as apply.)

96% Participate in planning career education for the schools in your district
100% Encourage teachers and other staff members to infuse career education concepts and activities into their classroom instruction
79% Order and review career education books, films, and resource materials
46% Select career education materials for classroom use
54% Develop career education instructional materials
88% Involve the community more fully in the career education program
88% Help other teachers and administrators select appropriate career education goals and objectives
92% Assist school staff members in the implementation of career education programs in the district schools
38% Help decentralize the Erie County BOCES #1 Career Education Project
79% Carry out in-service/staff development workshops on career education
12% Other (please specify) _____

6. What types of contacts do you have in your district? (Check as many as apply.)

<u>100%</u> Individual teachers	<u>92%</u> Individual administrators
<u>71%</u> Guidance counselors	<u>50%</u> Superintendent
<u>75%</u> Specialists (e.g., reading)	<u>17%</u> Other (Please specify) _____

7. Do you generally spread career education in your district through:

92%Personal individual contacts
75%Informal meetings/discussions with staff members individually
79%Informal meetings/discussions with staff members in groups
50%Formal group presentations

8. What activities have you individually undertaken in your District Task Force work?

88%Participate in planning career education for the schools in your district
92%Encourage teachers and other staff members to infuse career education concepts and activities into their classroom instruction
54%Order and review career education books, films, and resource materials
54%Select career education materials for classroom use
50%Develop career education instructional materials
54%Involve the community more fully in the career education program
54%Help other teachers and administrators select appropriate career education goals and objectives
71%Assist school staff members in the implementation of career education programs in the district schools
25%Help decentralize the Erie County BOCES #1 Career Education Project
33%Carry out in-service/staff development workshops on career education
8%Other (please specify) _____

9. How supportive are the district schools' staff members of the efforts of your Task Force?

21%Very supportive
67%Fairly supportive
12%Not very supportive
0%Not supportive at all

10. How well does your District Task Force work together to promote career education?

67%Very well
33%Fairly well
0%Not very well
0%Not well at all

11. How do you feel about the Career Education Project's being located centrally at Erie County BOCES #1? Would you have preferred to see the Project decentralized from its inception? Please comment briefly.

prefer continued centralization	--	29%
prefer some centralization, with more local input	--	4%
centralization provided a good start--		
prefer to decentralize now		8%
prefer decentralization	--	25%
no opinion	--	4%
no answer	--	82 29%

12. Would you encourage other districts to use task forces in order to spread and promote career education?

75% Definitely yes

25% Maybe

0% Definitely no

Why? _____

13. How would you rate the overall effectiveness of the Career Education Project-- both in gaining commitment from teachers, administrators, and other school personnel and in providing useful career education instructional materials (the career education Learning Activity Packets)?

4% Very effective

67% Fairly effective

29% Not very effective

0% Not effective at all

14. Have you reviewed and/or used any of the Learning Activity Packets developed as a result of the Career Education Project at Erie County BOCES #1?

12% No

88% Yes -- How many have you reviewed?

	1	2	3	4	5	6 or more	No answer
How many have you reviewed?	5%	24%	5%	14%	5%	29%	19%
How many have you used?	24%	19%	5%	0%	0%	14%	38%
How useful do you feel they are for infusing career education into daily classroom instruction?							
<u>19%</u> Very useful							
<u>38%</u> Fairly useful							
<u>14%</u> Not very useful							
<u>0%</u> Not useful at all							
<u>29%</u> No answer							

How many have you used?

	1	2	3	4	5	6 or more	No answer
How many have you used?	24%	19%	5%	0%	0%	14%	38%

How useful do you feel they are for infusing career education into daily classroom instruction?

19% Very useful

38% Fairly useful

14% Not very useful

0% Not useful at all

29% No answer

15. What do you believe will happen to the career education program in Erie County next year?

50% It will be expanded.

12% It will remain the same.

25% It will be discontinued.

12% No answer

16. Would you serve on a District Task Force for career education again next year?

75% Definitely yes

17% Maybe

8% Definitely no

OTHER EVALUATION ACTIVITIES

Originally, one of the most important areas to be evaluated by PSE for this Project was student learning based on tests for the LAPs. Since an assessment procedure--a student test--was included in each LAP and since these tests had been reviewed and refined by groups of teachers during the summer of 1975, PSE decided to pilot them in Erie County to determine whether or not they would be used to measure the effectiveness of the CEIS Packets this year. The Project Director, with the help of his central Users' Committee, identified teachers willing to pilot the LAP tests. The pilot took place in the fall. For each of 15 LAPs, approximately two classes of students were tested. The results of this pilot testing indicated that the Erie-developed tests did not give the LAPs as much credit as they might have deserved in terms of being able to produce student learning.

PSE presented five options to the Project Director. The final decision was the creation of student objective tests with test items matched to the learning objectives of an LAP. PSE planned to make the new tests more difficult (in order to be able to show more pretest to posttest improvement) and more technically correct (in order to eliminate psychometric problems). Because the LAPs are quite lengthy and because the process of creating tests so specifically designed to a curriculum product is both time-consuming and very expensive, PSE and the Project Director agreed to the development of tests for 10 of the most popular, widely used LAPs. The 10 LAPs chosen were first grade math and science, second grade language arts and social studies, fourth grade language arts and math, sixth grade science and social studies, seventh grade language arts, and ninth grade language arts.

Although circumstances prohibited piloting these tests this year, they will now be packaged and thus distributed with the 10 LAPs in the coming year. We believe that in this way the Project has at least benefited from our pro-

fessional expertise in test construction and can hopefully more adequately assess the effectiveness of the LAPs in producing increased student knowledge of career education.

A copy of each of the 10 student tests may be found in the Appendix of this report.

Program Performance Report

Orleans-Niagara BOCES

PROJECT PERFORMANCE REPORTS

1. Project Number	2. Grant Number	3. Nature of Report
13:554	60550	Final

4. Project Title	5. Period Covered By This Report
New York State Consortium for Career Education	From (Mo. Day, Yr.) To (Mo. Day, Yr.) July 1, 1975 June 30, 1976

6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11)

☒ Incremental ☐ Settings ☐ Populations ☐ Training ☐ Communication ☐ St. Plan

7. Name of Project Coordinator -- John E. Hogle

8. Name and Address of Grantee/Assistance Contractor Institution

Orleans-Niagara BOCES
Salt Works Road
Medina, New York 14103

9. Major Activities

Mini-Grants

Sixteen school districts were invited to submit mini-grants for up to \$500 through the C.A.P.C.O. project. Twelve of sixteen districts did so. Over half of those proposals submitted were describing programs that were to be continued from the previous year. The activities of the grant centered around developing career education classroom materials and activities, developing and implementing career education guidance activities, reviewing career education materials and purchasing career education school library resources.

The total process of funding the mini-grants was delayed by several teacher strikes in the BOCES area. These not only affected career education project development at the school district level but also the management of the total project as the Project Director was involved in other assignments due to a teacher strike at the BOCES itself.

Many of the mini-grant activities then started late in the school year but will carry over into the 76-77 school year and cause continuation of career education.

Policy Studies in Education, the Third Party Evaluator in this project, will report on this mini-grant process in their final report.

Community Involvement

The Project Director has worked closely with the Lewiston-Trail Council of the Boy Scouts of America. The Exploring Division of this Council is one of Career Interest. One objective of the Project Director was to help increase the number of Career Interest Exploring Posts in the Council area. This was accomplished.

Again, Policy Studies in Education will evaluate this activity and should report on it.

Conferences for Special Interest

Five special conferences were held during this project year. These were for music teachers, art teachers, guidance counselors, English teachers and persons interested in gifted and talented programs for students.

The music, art, English and guidance conferences were held in cooperation with the Erie #1 BOCES career education project and with the Allegany County BOCES career education project. These were of short duration, one or two days, and involved persons in career education within their subject matter area.

The gifted and talented conference was held by the Niagara-Orleans curriculum council. Although career education was not featured in title at the conference, each of the program presentations, describing currently operating activities, were career education based. Those on the elementary level featured decision making-self-awareness types of activities and those at the secondary level were community based opportunities for students to gain work skill and interpersonal experiences which will assist in their career development.

As a result of the above mentioned activities, career education will continue to flourish in the schools of Niagara and Orleans counties no matter where the leadership comes from.

11. Evaluation

Policy Studies in Education, 475 Park Avenue South, New York, New York 10016, serve as Third Party Evaluator to the project and should issue a final report sometime during the summer months.

A survey of mini-grant participants was conducted. Those surveyed were teachers, counselors, specialists and administrators. Results and responses should be part of the Policy Studies in Education final report.

A questionnaire was also sent to members of the Niagara-Orleans Curriculum Council. This body served as a communications link, policy setting group and implementation facilitators. Results of their perceptions should be reported by Policy Studies in Education.

Special interest group conferences were held as proposed and an increase in the number of Career Interest Exploring Posts was realized as proposed.

12. Changes and/or Problems

Local changes and/or problems were reported in the semi-annual report i.e. teacher strikes and the resulting delays in implementation of project activities.

Problems were experienced at the State Education Department level. The contact for evaluation between this project and Policy Studies in Education was apparently not completed properly. This caused a stoppage in work by Policy Studies in Education until this matter was finalized. Consequently, evaluation of some project objectives became impossible because of lost time and the evaluation of some objectives had to be modified in order to make it possible.

Policy Studies in Education did an excellent job under the time constraints placed on its evaluation plan. Although the evaluation was somewhat limited compared to what was proposed, the Policy Studies in Education reports and findings should provide good evidence of success or failure.

13. Dissemination Activities

The project director participated in four (4) workshops held through the Career Education Dissemination Project for New York State. These were held on a regional basis and were designed to provide information and awareness of career education needs and programs.

In the local project area, career education was an agenda item for each of the Niagara-Orleans Curriculum Council monthly meetings. Minutes of those meetings were disseminated to large numbers of component school district personnel. The Orleans-Niagara BOCES publishes the "Envoy" periodically

during the school year. This newsletter is distributed to all professionals in the twelve public school districts that make up the Orleans-Niagara BOCES as well as additional public and parochial educational institutions in the local area and across the state. Career Education was featured with an article or portion of an article in each issue of 1975-76.

Several Superintendent Conference Days, held by school districts, featured Career Education as its main topic or as one of a variety of topics offered participants.

14. Special Activities

The Orleans-Niagara BOCES SCOS Team (described in the semi-annual report) completed their work of infusing environmental and career education activities with their curriculum.

This team will implement their curriculum activities in 76-77 and also make themselves available for infusion process workshops.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI- CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	500	0	750	13,650	100	15,000	500	100	1,000	6,750	8,250
MIDDLE/JUNIOR HIGH (7-9)	500	0	750	13,650	100	15,000	500	100	1,000	6,750	8,250
SENIOR HIGH (10-12)	500	0	750	13,650	100	15,000	500	100	1,000	6,750	8,250
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	1,500	0	2,250	40,950	300	45,000	1,500	300	3,000	20,250	24,750
EDUCATIONAL PERSONNEL											
TEACHERS	6	0	80	2,910	4	3,000				1,200	1,800
COUNSELORS	1	0	3	80	0	84				56	24
ADMINISTRATORS	0	0	2	148	0	150				120	30
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	0	0	1	21	0	22					
PARENTS	6	0	12	88	4	110					
OTHER (specify)											
TOTAL	13	0	98	3,247	8	3,366					

Evaluation Report

Orleans-Niagara BOCES

ORLEANS-NIAGARA BOCES

The Orleans-Niagara BOCES, located in the far western part of New York, serves 16 school districts (12 public, 4 parochial) in a fruit and truck farm area. The Project Director hoped to reach some 4,000 teachers and 50,000 students (K-14) with the Child to Adult Program for Career Orientation (C.A.P.C.O.) during the 1975-76 school year. The Project operated on \$21,040 supplied by the New York State Consortium for Career Education.

During this year, career education in these two counties has once again largely been in the hands of the local school districts upon submission and approval of a \$500 per district mini-grant. The funds, distributed by the Project Director, were used in variety of ways to meet the career education needs of the local district's community, administrators, teachers, and students.

In August, 1975, PSE visited Medina, New York, to learn about the career education program in the Orleans-Niagara BOCES. After a review of the BOCES operation in general and the Career Education Project in particular, objectives were identified for the 1975-76 school year. Nine objectives were originally set for the Project, and five were finally selected for evaluation by PSE. The discussion of these five objectives (two for teachers, two for administrators, and one for the community), the Project Director's program plan for accomplishing them, and PSE's matching evaluation plan to assess Project accomplishments follow.

ORLEANS-NIAGARA BOCES

TEACHER OBJECTIVE

OBJECTIVE

75% of those volunteers on mini-grant committees will implement the approved proposal (i.e., classroom career education activities, staff development workshops, review of curriculum materials).

PROGRAM PLAN

Target Population. Approximately 75 teachers, guidance counselors, and specialists

Activity. Draft and submit a \$500 mini-grant proposal to the Project Director; proposal must include goal statements, measurable objectives, activities, evaluation procedures, and identification of future steps and carry-over activities

Timeline. January '75-June '76

EVALUATION PLAN

Data and Data Source. Testimony of mini-grant committee members

Sample Size. Approximately 75 teachers, guidance counselors, and specialists

Instrument. Questionnaire

Time(s) of Administration. June

ORLEANS-NIAGARA BOCES

TEACHER OBJECTIVE

OBJECTIVE

50% of those teachers serving on mini-grant committees will incorporate 3 career education activities into daily classroom activities.

PROGRAM PLAN

Target Population. 50% of about 75 teachers on mini-grant committees

Activity. Use Career Education Infusion Models booklets (containing sample lesson plans) or commercially produced materials

Timeline. January '75-June '76

EVALUATION PLAN

Data and Data Source. Testimony of teachers

Sample Size. Approximately 75 mini-grant committee members

Instrument. Questionnaire

Time(s) of Administration. June

ORLEANS-NIAGARA BOCES TEACHER OBJECTIVES

In order to gather data on the success of the mini-grant committees in implementing career education in the school districts served by the Orleans-Niagara BOCES, PSE developed a questionnaire for the members of these mini-grant committees--two pages to be completed by all mini-grant committee members, one page for administrators only, and one page for teachers, guidance counselors and specialists only. This design allowed us to ask questions in general of all members and questions in particular of different staff positions. Approximately 75 questionnaires were mailed out in mid-June, and 21 completed questionnaires were returned to PSE, tabulated, and analyzed. Although this response rate is much lower than PSE would have liked, we have tried to interpret the data carefully and fairly.

Tabulated results presented on the questionnaire itself follow this narrative; however, the special questions for administrators only will be discussed later in this section of the report.

Findings

In answer to the first teacher objective, the data indicate that 71% of our respondents felt that they would accomplish all the goals and objectives established in their career education program proposal for this school year; in addition, 19% of the respondents indicated that they would accomplish some of their career education mini-grant goals and objectives. It seems fair to say then that the objective of 75% of mini-grant committee members implementing the approved proposal has probably been met.

Two problems cited by a small sample of respondents as reasons for not being able to accomplish all proposed goals and objectives were lack of teacher initiative and lack of time. Lack of time is an especially

important problem and one that cannot be considered the fault of the BOCES Project. Because of lengthy and serious teacher strikes in these two counties last fall and the subsequent problems of re-stabilization of the school setting, the submission and approval of the mini-grants was delayed until the winter. These delays unfortunately left comparatively little time for the actual implementation of many proposals; in fact, it is probably to the Project's credit that even this level of implementation took place.

The primary subject of these mini-grants included developing career education classroom materials and activities, developing and implementing career education guidance activities, reviewing career education materials, and purchasing career education school library resources. For example, a team of teachers and administrators from the Royalton-Hartland Central School District held meetings at a large industry in order to learn more about manufacturing. As a result, they created a booklet of lesson plans and units infused with this new information about the manufacturing industry. Thus, this mini-grant committee nicely combined community interaction, learning for teachers, and curriculum development.

Well over half of these mini-grants were programs continued from a 1974-75 proposal, thus indicating that once career education interest and support has been aroused, it does seem to hold over from year to year. Such a finding is solid evidence in support of the Project Director's theory that career education has to be put in the hands of local district personnel if it is to continue; in other words, it cannot be left in the administrative hands of a centralized agency such as a BOCES and continue to flourish when that centralized funding agency runs out of money.

As a summary comment, 67% of the respondents felt that their career education mini-grant had generated some interest in career education in their districts and had moderately influenced the infusion of career education concepts and activities there. To go one step further, 14% felt that the mini-grant program had generated an overall enthusiasm for career education in their districts and had greatly influenced the infusion of career education concepts and activities. Only 10% felt that the program had had little effect on career education infusion.

In answer to the second teacher objective concerning degree of implementation of career education in the classrooms of mini-grant committee members, the data show that the objective has not quite been met. Keeping in mind that the mini-grants got a late start and thus probably had a more difficult time in mounting real support for classroom activities, the data show that 29% of mini-grant committee members who are teachers, guidance counselors, or specialists do carry out career education activities with their students daily. Another 24% carry out career education activities several times a week. The Project Director had hoped that the involvement in the mini-grant committees would have carried over into implementing career education in the classroom to a greater degree than these findings evidence.

However, 38% of the respondents felt that their work on mini-grant committees had affected their teaching or counseling efforts a great deal, while another 38% felt that their work had affected their teaching and counseling efforts somewhat. Sample comments about mini-grant committees were that they had "renewed a positive attitude toward career education" and had "gotten several teachers using available materials." One committee had also "evoked genuine interest from teachers and students."

Finally, PSE gathered data on the usefulness of the Career Education Infusion Model booklets developed through the Orleans-Niagara BOCES Project. Of the 62% of the respondents who indicated that they had used these booklets, 10% found them very useful and 52% found them fairly useful. These figures show that future in-service workshops in career education might include introduction to these booklets and sample strategies for using them, since the users' attitudes seem to be positive about them.

The tabulated results of the entire questionnaire follow.

POLICY STUDIES IN EDUCATION

475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 684-6040

ORLEANS-NIAGARA BOCES

Career Education

Mini-Grant Committee Questionnaire

This questionnaire is designed to identify your attitudes toward and involvement in career education. It is an important part of a study which Policy Studies in Education is carrying out for John Hogle, the Career Education Project Director for the Orleans-Niagara BOCES. Your answers will help shape new and existing career education programs.

All questionnaires will be treated confidentially, and no responses will be presented in a way which will identify any individual.

We thank you in advance for your time and cooperation.

Name: _____

Date completed: _____

1. What is your current position?

43% Teacher (grade level:)

10% Guidance counselor

14% Librarian

0% Special education teacher

14% Assistant principal

5% Principal

14% Other (please specify):

2. What are the primary subjects of your mini-grant? (Check as many as apply.)

57% Developing career education classroom materials, activities, or units

24% Staff development workshops

52% Reviewing career education materials

57% Developing and implementing career education guidance activities

43% Developing career education goals and objectives

43% Setting up or making use of a career education resource center

52% Purchasing career education school library resources

29% Increasing community involvement in the career education project

10% Other (Please specify):

3. Program history: (Check one.)

38% New program begun in 1975-76 school year

62% Program continued from 1974-75 proposal

4. What was the starting date of the program?

1975-1976 - 48%

1973-1974 - 10%

1974-1975 - 29%

1971-1973 - 5%

No Answer - 10%

5. Who serves on this mini-grant committee? (Please name the members and their school positions.)

COMPOSITION

SIZE	Teachers	Counselors	Administrators	Program Coordinators	Others
more than 10 5%	0%	0%	0%	0%	0%
8-10 19%	5%	0%	0%	0%	0%
6-7 33%	5%	0%	0%	0%	0%
4-5 14%	25%	0%	0%	0%	5%
2-3 24%	20%	0%	5%	0%	5%
1 0%	15%	50%	70%	35%	0%
0 0%	10%	30%	5%	45%	60%
No Answer 5%	20%	20%	20%	20%	20%

6. How will the program be evaluated for 1975-76?

38% Degree of student use of materials

10% Classroom observation to measure teacher incorporation of material into lessons

33% Degree of teacher use of materials

48% Teacher evaluation of program

10% Regular discussion and revisions

14% Student evaluation of program

100% 5% Guidance department evaluation

38% No Answer

7. Do you feel that you will accomplish the goals and objectives established in your program proposal for this year (1975-76)?

71% Yes, all of them (Skip to question #10.)

19% Yes, some of them (Answer question #8.)

5% No, none of them (Answer question #9.)

5% No Answer

8. If you will not accomplish all of your established goals and objectives for this year but will accomplish some, please briefly explain why you will not be able to meet the others.

Lack of teacher initiative 10%

Lack of time 10%

No Answer 81%

9. If none of your goals and objectives will be accomplished this year, please briefly explain why.

No answer -- 100%

10. Has the mini-grant program influenced or affected the infusion of career education concepts and activities in the classroom instruction in your district? (Check one.)

14% Mini-grant program has generated an overall enthusiasm for career education in our district and has greatly influenced the infusion of career education concepts and activities.

67% Mini-grant program has generated some interest in career education in our district and has moderately influenced the infusion of career education concepts and activities.

10% Mini-grant program has had little effect on the infusion of career education concepts and activities.

0% Mini-grant program has had no effect on the infusion of career education concepts and activities.

5% Not applicable (Please explain why.)

10% Other (please specify):

11. Approximately how often do you carry out career education activities with your students?

<u>29%</u> Daily	<u>14%</u> Once a month
<u>24%</u> Several times a week	<u>19%</u> Several times a year
<u>10%</u> Once a week	<u>0%</u> Never
	<u>5%</u> No answer

12. Have you ever used the Career Education Infusion Model booklets developed through the Orleans-Niagara BOCES C.A.P.C.O. project?

<u>62%</u> Yes	<u>29%</u> No (If no, briefly explain why, then skip to question #14.)
	<u>14%</u> Not applicable
<u>10%</u> No Answer	<u>5%</u> Unacquainted with the booklets
	<u>10%</u> Lack of time

13. How useful were the Career Education Infusion Model booklets developed through the Orleans-Niagara BOCES C.A.P.C.O. project?

<u>10%</u> Very useful
<u>52%</u> Fairly useful
<u>5%</u> Not very useful
<u>0%</u> Not useful at all
<u>33%</u> No Answer

14. How much has your work on the mini-grant committee affected your teaching or counseling efforts?

<u>38%</u> A great deal
<u>38%</u> Somewhat
<u>5%</u> Not at all
<u>19%</u> No Answer

Please comment if you wish: _____
It has:

- "renewed positive attitude toward career education."
- "gotten several teachers to consider using available material."
- "gotten me enthusiastic about career education."
- "evoked genuine interest from teachers and students."
- "come too late this year--there was only time to purchase materials."

"I'm looking forward to using the program on the manufacturing cluster next year."

"As an elementary school principal, I see a definite need for career education infusion at this level."

"In directing extracurricular activities, I now discuss with the students numerous related career choices. I help counsel and direct them."

ORLEANS-NIAGARA BOCES
ADMINISTRATOR OBJECTIVE

OBJECTIVE

75% of those serving on mini-grant committees will put career education on the agenda for 1 faculty meeting and will implement the approved proposal.

PROGRAM PLAN

Target Population. Building-level administrators and specialists

Activity. Serve on the mini-grant committees along with the teachers

Timeline. January '75-June '76

EVALUATION PLAN

Data and Data Source. Administrators' testimony

Sample Size. All administrators on mini-grant committees

Instrument. Questionnaire

Time(s) of Administration. June

ORLEANS-NIAGARA BOCES ADMINISTRATOR OBJECTIVES

The findings presented below are those obtained from the special page of questions for administrators only of the questionnaire which PSE developed for mini-grant committee members.

Findings

Although the objective was set by the Project Director at 75% of these administrators including career education in the agenda of one faculty meeting during the school year, our figures indicate that this objective was not quite met. Because only three assistant principals, one principal, one Director of Secondary Education, and one career coordinator responded to these questions, our sample size is small for making sweeping generalizations.

However, of those who responded, 52% noted that career education had appeared on the agenda of a faculty meeting, and topics such as introduction to career education concepts, in-service programs, and available career education materials were discussed.

In addition, 62% of the respondents felt that the mini-grants program had affected their commitment to career education a great deal, while the other 38% felt that the program had affected their commitment to career education somewhat. One administrator commented that the Project Director had "inspired me and other staff members to recognize the importance of career education and how to incorporate it into our elementary school program."

In brief, these data seem to indicate basic supportiveness of and receptiveness to career education and the mini-grant programs. But, PSE

had hoped for a greater return of questionnaires in order to make more firm generalizations.

The tabulated results for these special administrators' questions follow.

THIS PAGE FOR ADMINISTRATORS ONLY (Questions 15-17)

15. Has the topic of career education appeared on the agenda of a faculty meeting during the 1975-76 school year?

62% Yes If yes, what was discussed? _____

40% concept introduction _____

20% inservice programs _____

38% No 20% available material

20% no answer

16. Have any career education staff development training sessions been conducted as a result of the mini-grant program?

38% Yes If yes, on what topics? units, career education awareness,

incorporation in classrooms, Career Fair, speakers, mini courses,

62% No program development

17. Has the mini-grant program affected your commitment to career education?

62% A great deal

38% Somewhat

0% Not at all

Please comment if you wish. --"Mr. Hogle has inspired me, and other staff members to recognize the importance of Career Education and how to incorporate it into our elementary school program."

ORLEANS-NIAGARA BOCES
ADMINISTRATOR OBJECTIVE

OBJECTIVE

The Curriculum Council will influence the 12 local public school districts so that career education is infused in at least 1 major curriculum area.

PROGRAM PLAN

Target Population. Niagara-Orleans Curriculum Council

Activity. Participate in career education program planning and evaluation as determined by the Project Director

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Members' testimony

Sample Size. All members

Instrument. Questionnaire

Time(s) of Administration. June

ORLEANS-NIAGARA BOCES ADMINISTRATOR OBJECTIVE

In order to determine whether career education has been infused in any of the major curriculum areas in Orleans and Niagara counties as a result of the influence of the Curriculum Council, PSE designed a questionnaire which was mailed to the 15 members of the Curriculum Council in early June. Ten of these questionnaires were completed and returned to PSE, and the tabulated results presented on the questionnaire itself follow this narrative.

Findings

In general, the results of the Curriculum Council questionnaires seemed very positive. For example, 80-100% of the respondents correctly indicated that career education was important for the following kinds of students: elementary students, middle or junior high school students, high school students, college-bound students, non-college-bound students, handicapped students, disadvantaged students, dropouts, and gifted and talented students. These data indicate that the Curriculum Council members do not seem to hold any negative stereotypic notions of appropriate target populations for career education. Oddly enough, however, only 50% of the respondents felt that the career education program was beneficial to almost all the students in their schools. Perhaps these two findings taken together indicate that, while the respondents supported the career education movement in theory, the career education program in their local school districts was not effective or well implemented.

When asked to define the Curriculum Council's role in the career education program, the most popular responses were: assisting teachers in their school system in career education, encouraging infusion of career education

in the local district's curricula, assisting staff members in implementing career education in a specific curriculum area, and encouraging staff members to implement career education. The following findings do demonstrate that the Curriculum Council members did carry out these acknowledged roles.

For instance, 90% of the respondents said that they did encourage staff members individually to implement career education. In fact, 67% of those Curriculum Council members had personally spoken to 11 or more school staff members. Such results indicate that there was considerable contact between the Curriculum Council and the local school teachers about career education implementation; this kind of personal contact shows the local teachers that the Curriculum Council is interested in career education and does feel that it is important, thus motivating school personnel to try career education activities with their students.

All 10 respondents believed that the Curriculum Council had influenced career education infusion in their local school districts. Sixty to eighty percent of the respondents felt that the Curriculum Council's influence had been felt through working with teachers, with administrators, and on the revision of curriculum materials. It seems then that positive steps were taken to secure administrative approval of career education infused curricula.

PSE also obtained data in direct response to the objectives set by the Project Director--the development of career education-infused curricula. Eighty percent of the respondents felt that they had included career education concepts or activities in district curricula. At the elementary level, one Curriculum Council member felt that career education was included in the reading curriculum and one felt that it was included in the social studies curriculum; three felt that career education was infused overall. At the seventh and eighth grade levels, one felt career education was infused in the social

studies curriculum and four felt that career education was infused overall. At the high school level, one Curriculum Council member felt it had been infused in each of the following areas: social studies, math, English, guidance, data processing, and computers. Two members felt that career education was infused in the business education curriculum, and four felt that career education was infused overall.

Further interest in career education was shown by the Curriculum Council when it sponsored a February workshop on the needs of and programs for gifted and talented children. Although career education was not the main emphasis of this conference, some of the speakers were chosen because of the career-related activities they were doing with gifted and talented children. This segment of the student population is often ignored by school staff members, and this conference was a well received attempt at drawing attention to these students.

In summary, it is obvious that the Project Director accomplished his goal of career education infused district curricula and, in addition, that positive attitudes toward career education have been nurtured in Curriculum Council members who have indeed acted on these positive feelings. Leadership such as this at the county level is beneficial to the career education movement and lets local teachers know that the administration is behind them.

POLICY STUDIES IN EDUCATION

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ORLEANS-NIAGARA BOCES**Career Education****Curriculum Council Questionnaire**

This questionnaire is designed to identify your attitudes toward and involvement in career education. It is an important part of a study which Policy Studies in Education is carrying out for John Hogle, the Career Education Project Director for the Orleans-Niagara BOCES. Your answers will help shape new and existing career education programs.

All questionnaires will be treated confidentially, and no responses will be presented in a way which will identify any individual.

We thank you in advance for your time and cooperation.

What is your current school position? _____

Date this questionnaire was completed: _____

What has been the primary focus of the Curriculum Council's work for the 1975-76 school year?

1. For which of the following groups is career education important?

- 80% Elementary students
- 100% Middle or junior high school students
- 100% High school students
- 80% College-bound students
- 80% Non-college-bound students
- 90% Handicapped students
- 80% Disadvantaged students
- 80% Dropouts
- 90% Gifted and talented students

2. Career education should be taught through: (Check one.)

- 10% curriculum units/materials constituting a new subject area.
- 0% materials infused into certain key subjects.
- 50% materials infused into the entire classroom curriculum.
- 50% materials presented in class as well as individually by a specialist, such as a guidance counselor.

3. The career education program is beneficial to:

- 60% almost all the students in your school.
- 0% most of the students in your school.
- 30% about half of the students in your school.
- 10% very few of the students in your school.
- 0% none of the students in your school.

4. Which of the following is the best definition of career education infusion?

- 20% Indoctrinating the student with career education concepts
- 10% Putting career education material into certain key subjects in the curriculum
- 70% Including career education material in all subjects of the curriculum
- 10% Providing career education materials for students to take home

5. As you understand it, which of these are part of the Curriculum Council's role in the career education program? (Check as many as apply.)

- 80% Encourage staff members to implement career education
 - 100% Assist teachers in your school system in career education
 - 60% Participate in the planning of career education
 - 30% Review and select career education materials
 - 50% Develop career education instructional materials
 - 30% Order career education books, films, and resource materials
 - 90% Assist staff members in implementing career education in a specific curriculum area
 - 100% Encourage infusion of career education in the local school district's curricula
 - 50% Help in the establishment of district policies
 - 10% Other (Please specify):
-
-

6. Did you, as a Curriculum Council member, encourage staff members individually to implement career education?

10% No

90% Yes -- How many staff members have you spoken to?

22% 1-5

11% 6-10

67% 11 or more

7. Has the Curriculum Council influenced career education infusion in your local school district?

100% Yes

0% No (If no, briefly describe why and skip to question 9.)

8. How has the Curriculum Council influenced career education infusion? (Check as many as apply.)

60% Working with administrators

10% Working with school board officials

80% Working with teachers

50% Working with guidance counselors

60% Working on the revision of curriculum materials

10% Other (please specify):

9. At this time, have career education concepts or activities been infused into any curriculum area of district curricula? If so, please specify grade level and area.

No - 10%

Yes - 80%

	READING	SOCIAL STUDIES	MATH	ENGLISH	GUIDANCE	BUSINESS ED	DATA PROCESSING	COMPUTER	INFUSED OVERALL
K-6	10%	10%							30%
7-8		10%							40%
9-12		10%	10%	10%	10%	20%	10%	10%	40%

No Answer - 10%

ORLEANS-NIAGARA BOCES

COMMUNITY OBJECTIVE

OBJECTIVE

Community resource persons will help expand the Boy Scouts of America Exploring Program by 10-15 new "posts".

PROGRAM PLAN

Target Population. Exploring Program local coordinators and community businessmen, industry workers, union members, and professionals

Activity. Respond to solicitation by Project Director and BSA representatives for more community resource persons

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Project Director's testimony

Sample Size. 1

Instrument. Lists of new posts

Time(s) of Administration. June

ORLEANS-NIAGARA BOCES COMMUNITY OBJECTIVES

One of the ways that this Project's outreach into the community was felt was through the Boy Scouts of America Exploring Program. The Project Director helped the Boys Scouts of America representatives in securing additional community resource persons to facilitate the opening of new career interest exploring posts. PSE had asked the Project Director to supply the list of old and new posts at the end of the year, and these lists were received in May.

Findings

This objective called for the opening of ten to fifteen new exploring posts and, in fact, the number of posts grew from 24 during 1974-75 to 40 during the 1975-76 Project year. The current list of career interest exploring posts follows this narrative and shows the variety of career interests which young men and women were able to pursue through this fine community program. These varied career interests included engineering, auto mechanics, fire service, law enforcement, finance, photography, skilled trades, veterinary medicine, athletics, law, and chemistry. Such interaction between young people and professionals several nights a month is certainly valuable.

EXPLORING DIVISION
TELEPHONE: 434-2851

7121 ROCHESTER ROAD
LOCKPORT, N.Y. 14094

CAREER INTEREST EXPLORING

<u>POST NO.</u>	<u>SPONSOR</u>	<u>COMMUNITY</u>	<u>ADVISOR</u>	<u>ADDRESS</u>	<u>TOWN</u>	<u>PHONE</u>	<u>CAREER INTEREST</u>
Ship 1	First Baptist Church	Lockport	Elroy D. Powley	28 Minard St.	Lockport	433-8448	Sailing
Ship 39	U.S.Coast Guard Aux.	Albion	David Conlon	237 W. Main St.	Albion	589-4265	Sailing
36	Phinney Tool & Die Inc.	Medina	Joseph Heiligenthaler	172 State St.	Medina	798-4606	Engineering
50	102nd Army Engineers	Lockport	Donald Merrill	6752 E.High St.	Lockport	433-4561	Auto Mechanics
55	Simonds Saw & Steel	Lockport	Edward Rich	30 Prentice St.	Lockport	434-2021	Mett.Eng.
76	Shawnee Vol.Fire Dept.	Shawnee	Donald Fickelscherer	6571 Shawnee Rd.	N.Tonawanda	731-5362	Fire Service
100	Harrison Radiator Div.	Lockport	Fran Ritzenthaler	115 Grant St.	Lockport	433-4970	Engineering
103	Lockport Area Banks	Lockport	John Shepard	7543 Chestnut Rdg.	Lockport	434-1496	Banking Finance
10-4	Hickory Club						Law
	Lkpt.Police Dept.	Lockport	Gerald Landrigan	254 Church St.	Lockport		Enforcement
105	BOCES	Medina	Albert Neville	146 Worthy Ave.	Medina	798-1403	Vocational Exploration
118	Gasport Chemical Hose	Gasport	Walter Baker	Telegraph Rd.	Gasport	772-2190	Fire Service
134	VLVL Radio	Lockport	Ron Raetz	3450 Lkpt-0lct.	Lockport	433-8516	Radio Broadcasting
135	Kenan Center	Lockport	William Donald	290 Locust St.	Lockport	434-7347	Photography
187	Harrison Radiator Div.	Lockport	Mario Angelucci	821 Willow St.	Lockport	433-2712	Skilled Trades
194	Kendall Vol.Fire Dept.	Kendall	William Jewsbury	1614 Peter Smith	Kent	659-2768	Fire Service
270	Beakman Small Animal Hospital	Lockport	Dr.Greg Fluharty	41 Grove Ave.	Lockport	434-0970	Veterinarian Medicine
305	American Red Cross	Lockport	Paul Tyson	10 Howard Ave.	Lockport	434-8727	Emer. Service
330	Miller Hose Vol.FireCo.	Newfane	Norman Kolb	West Creek Rd.	Newfane	778-9267	Fire Service
380	Hartland Vol.Fire Co.	Hartland	Archie Ames Jr.	9217 Ridge Rd.	Middleport	735-3235	Fire Service
426	Barker Vol.Fire Co.	Barker	Wallace Coates	8695 Lower Lake	Barker	795-9948	Fire Service

POST NO.	SPONSOR	COMMUNITY	ADVISOR	ADDRESS	TOWN	PHONE	CAREER INTEREST
472	Inter Community Hospital	Newfane	Lee Vermeulen	6144 Corwin Ave.	Newfane	778-8887	Health Careers
499	Lockport Memorial Hospital	Lockport	Mrs. Loraine Raczkiewicz	4200 Wicks Rd.	Lockport	434-4863	Health Careers
500	107nd Army Engineers	Lockport	James Ashcraft Jr.	212 Price St.	Lockport		Athletics
505	102nd Army Engineers	Lockport	~~ALBERT D. POWERS~~ ~~DONALD E. FLYNN~~	~~243 Washburn St.~~ ~~3302 Lkpt. Rd.~~ Lot #37	Lockport	433- ~~4040~~ ⁸⁹⁷¹	Hunting-Fishing Shooting
674	Albion Vol. Fire Co.	Albion	Robert Dewey	252 Chamberlain	Albion	589-9551	Fire Service
739	Fancher-Hulberton-Murray Vol. Fire Co.	Hulberton	Richard Wentworth	16773 Ridge Rd.	Holley	638-8353	Fire Service
117 834	Orleans County Sheriff's Dept.	Albion	John D. Miles Jr.	13678 Route 31	Albion	589-7857	Law Enforcement
894	Harrison Radiator Div.	Lockport	Ronald Gunby	104 Grant St.	Lockport	434-8713	Data Processing
911	Niagara County Sheriff's Dept.	Lockport	Gary Hacker	4739 E. Lake Rd.	Wilson	751-9481	Law Enforcement
930	M & T Bank	Medina	Joseph D'Onofrio	409 Prospect Ave.	Medina	798-2307	Banking Finance
963	Lockport Firefighters Association	Lockport	Nicholas Granchelli	239 Green St.	Lockport	434-4410	Fire Service
971	Medina Memorial Hospital	Medina	David McCarroll	Medina Memorial Hospital	Medina	798-2000	Health Careers
985	Harrison Radiator Div.	Lockport	Joseph Dieter	4891 Gothic Hill	Lockport	434-2212	Skilled Trades
985A	Harrison Radiator Div.	Lockport	Carl Zenger	5859 Beattie Ave.	Lockport	434-7568	Skilled Trades
570	CARLTON VOL. FIRE CO.	CARLTON	MAURICE BELSON		KENT	682-3178	FIRE SERVICE
69	HARRISON RADIATOR	LOCKPORT	DAVID LAMBERT	8523 EAST AVE.	GASPORT	772-7412	INDUSTRY MGT.
711	FISHER PRICE TOYS	MEDINA	T.H. MANN	7126 RIDGEWOOD DR.	LKPT.	433-4193	BUSINESS
303	HARRISON RADIATOR	LOCKPORT	FRANK KRAMER	516 MEADOWBROOK DR.	N. TON.	694-7316	SKILLED TRADES
111	LOCKPORT BAR ASSN.	LOCKPORT	MORGAN JONES	42 WATERMAN ST.	LKPT.	433-5587	LAW
276	NGURY CHEMICAL CO.	BURT	RICHARD MC INTOSH	6666 WHEELER RD.	LKPT.	434-5886	CHEMISTRY

Program Performance Report

Rockland BOCES

Project Performance Report

- | | | |
|---|--|----------------------------|
| 1. <u>Project No.</u> | 2. <u>Grant Number</u> | 3. <u>Nature of Report</u> |
| 13.554 | 60576 | Final |
| 4. <u>Project Title</u> | 5. <u>Period Covered By This Report</u> | |
| New York State Consortium
for Career Education | From: July 1, 1975
To: June 30, 1976 | |
| 6. <u>Category of Project</u> | | |
| Incremental | | |
| 7. <u>Project Director</u> | 8. <u>Grantee/Assistance Contractor Institution</u> | |
| Dr. Howard Harris | Rockland County BOCES
61 Parrott Road
West Nyack, New York 10994 | |

Major Activities

During the 1975-76 school year the BOCES Project became part of the USOE funded New York State Consortium for Career Education. In October 1975, Dr. Howard Harris was employed as the new BOCES Director of Career Education. At the November Task Force meeting, the members decided to expand the focus of the Project since the curriculum writing phase of the program had been completed. It was decided that staff development would be internal rather than external with emphasis on the infusion of Career Education activities in specific schools within the eight school districts. As a result, activities would be designed for each participating school on the basis of what could be reasonably accomplished before the end of the school year. A Program Plan was developed in cooperation with Policy Studies in Education which was responsible for the evaluation of the New York State Consortium for Career Education. In addition, a Market Survey was utilized in determining the climate for infusing Career Education in specific schools. Twenty-one schools agreed to participate in the Project; and activities were to be designed on the basis of Survey findings.

Unfortunately, Task Force plans to work directly with local schools in an effort to infuse Career Education activities into the existing curriculum were never realized. The failure of the State Education Department to promptly approve a budget amendment request, which was submitted on November 20, 1975, brought the internal staff development component to a standstill because of a lack of funds for consultant services. In addition, the State Education Department made the decision not to fund the Rockland County Career Education Project for the 1976-77 school year. A few staff development sessions were provided but the impact was marginal, at best, because of the disintegrating situation. Nevertheless, it was estimated that over 9,500 students, teachers, administrators, and community members participated in the Project during the school year.

CAREER EDUCATION PROGRAM PLAN - 1975-76 SCHOOL YEAR

Administrators

At least 14 schools (covering grades K-12) will participate in the Career Education Project upon the completion and analysis by Project staff of a career education market survey.

80% of the principals, guidance counselors, and department chairpersons involved in the Project will respond positively to being involved in the decision making process of the Project.

At least 3 Task Force members will obtain a policy statement in support of career education from their district Boards of Education.

Each Task Force member will report on career education at administrative or faculty meetings in 2 district schools not participating in the Project.

At least 1 school will set up a Career Education Resource Center modelled after East Ramapo's Center.

Teachers

At least 75% of the school faculty of 14 schools will attend a teachers' meeting on career education.

75 teacher volunteers will agree to use career education activities at least 2 times with their classes during the school year.

Students

80% of the eighth and twelfth graders participating in the Career Internship Program will evaluate their experiences favorably and will demonstrate increased knowledge of their chosen career possibility.

80% of the twelfth graders participating in the Allied Health Cluster Program will acquire 3 entry-level skills and will develop understanding of health field career choices.

80% of the students who use the Spring Valley High School Career Education Resource Center will assess the Center and its activities as valuable and informative.

Community

75% of the parents who staff the Spring Valley High School Career Education Resource Center will evaluate the Center and their experiences with it as worthwhile.

75% of the mentors of students in the Career Internship Program and Allied Health Cluster Program will evaluate the students favorably.

CAREER EDUCATION TASK FORCE 1975-76 SCHOOL YEAR

<u>NAME</u>	<u>TITLE</u>	<u>SCHOOL DISTRICT</u>
Mr. Paul Amrod	Director of Guidance	Spring Valley High School
Mrs. Janet Anderson	Bilingual Project Director	Nyack Union Free School District
Mr. Thomas Casey	Social Studies Coordinator	Haverstraw-St. Point School Dist.
Mr. R. Lancaster Crowley	Administrative Assistant	Nanuet School District
Mr. Richard DeForest	Director of Pupil Personnel	Clarkstown Central School District
Mr. Walter Grewe, Jr.	Administrative Intern	Nanuet School District
Mr. Michael Griffin	Administrative Assistant	Pearl River School District
Mrs. Carlyn Hausman	Guidance Counselor	Nyack Jr. High School
Mr. Orvis R. Hazard	Asst. Supt. Personnel & Instr.	Board of Cooperative Educational Services
Dr. Howard Harris	Director of Career Education	Board of Cooperative Educational Services
Dr. George Jeffers	Assistant Superintendent for Instruction	So. Orangetown School District
Mr. Marvin Klibonoff	Acting Director of Secondary Education	East Ramapo School District
Mrs. Esther Korin	Coordinator of Career Internship Program	Board of Cooperative Educational Services
Dr. Ticknor Litchfield	Assistant Superintendent for Instruction	Ramapo Central School District
Mr. Milton Ostrowsky	Assistant Superintendent for Instruction	Haverstraw-St. Point School Dist.
Dr. Justus Prentice	District Superintendent	Board of Cooperative Educational Services
Dr. Robert Schild	Asst. Supt. for Instr.	Nyack Union Free Sch. Dist.
Mrs. Pearl Solomon	Science Coordinator	Pearl River High School
Dr. Fred Travaglini	Asst. Supt. for Instr.	Clarkstown Central School District.

CAREER EDUCATION TEACHER GUIDES

Administrative Offices
Board of Coop. Educational Services
of Rockland County
61 Parrott Road
West Nyack, N. Y. 10994

1. K Ecology for Career Life
2. K-2 Department Store
3. K-3 People Behind the Scenes
4. K-3 Measurement and Its Relationship to Baking
5. K-3 Airport
6. 1-3 Books
7. 1 Ecology for Career Life
8. 2 Ecology for Career Life
9. 2-3 Kitchen Sink and the Classroom
10. 3 Ecology for Career Life
11. 3-5 Careers in Astronomy
12. 3-5 Careers in Earth Science
13. 3-5 Can I Be a Scientist?
14. 3-6 The Show Must Go On
15. 4 Life and Work in Early America
16. 4-5 Inventors Who Lead
17. 4-5 Explorers--An Introduction
18. 4-5 Folk and Work Songs in America
19. 4-5 Safety and Health in School and Industry
20. 4-6 Measurement and Its Relationship to Work
21. 4-6 Headlines and Deadlines
22. 5-7 Go Metrics
23. 5-12 Entering the World of Work
24. 6-7 Where Does All Our Money Go?
25. 6-8 Let's Go! Travel
26. 6-8 Who Am I?
27. 6-8 Leisure Time Activities Leading to Careers
28. 7, 10-11 Life Style and the Hudson River

29.	8	Economic Awareness
30.	8	Big Business
31.	8-9	Energy Crisis
32.	8-10	Physical Education and Your Future Phys. Ed.
33.	8-10	Manufacturing Technology
34.	8-10	Oceanography
35.	8-12	Making Money with a Classroom Store
36.	8-11	Self-Awareness
37.	9	Meteorologist/Radio Station
38.	9-10	Banking
39.	9-11	Careers in Communication
40.	9-10	Ears and Careers--Listening Guide
41.	10-12	Career Opportunities for Speakers of a Foreign Language
42.	10-12	Newscaster and Commentator
43.	11-12	Stock Market
44.	K - 12	Environment Related Careers
45.	9-12	Meteorologist and Weather Station
46.	7-12	Fictional Characters - Values and Attitudes
47.	9	The I.M.E. Curriculum as It Relates to Career Education
48.	8-10	Career Education Opportunities in the Ideas and Investigations in Science Curricula (IIS)

Evaluation Report

Rockland BOCES

ROCKLAND COUNTY BOCES

Located 35 miles northwest of New York City, Rockland County is a suburban bedroom community. Its residents are mainly middle and upper-middle class socioeconomically, although black, Haitian, and Spanish-speaking ghetto areas do exist. Eight school districts (82 schools) with a total population of approximately 50,000 students (K-12) are served by the BOCES. The New York State Consortium for Career Education provided \$40,920 for this career education program, and some local funds were also made available.

In previous years, this Career Education Project's main product has been 46 Career Education Teacher's Guides for classroom use (grades K-12 in language arts, social studies, math, and science).

PSE staff visited the Rockland County BOCES in August, 1975, and discussed the Project's objectives for the year. However, that Project Director resigned from his position in September, and his replacement was not found until early October. Understandably, the new Project Director spent time reviewing the career education history of the county and carefully weighing alternative approaches for continuing the effort.

The Project Director met with PSE staff in our New York office twice to discuss career education objectives for the year and to use our extensive career education library. The finalized objectives were then presented to his Career Education Task Force in written form, then slightly modified, and finally approved.

Twelve career education objectives were set by the Project Director and his Task Force, but because of early notice from the State Department of Education that the Rockland County Project would not be funded

for another year, only five objectives were able to be completed and evaluated. The discussion of these five objectives (three for administrators, one for students, and one for the community), the Project Director's program plan for accomplishing them, and PSE's matching evaluation plan to assess Project accomplishments follow.

ROCKLAND COUNTY BOCES
ADMINISTRATOR OBJECTIVE

OBJECTIVE

At least 14 schools (covering grades K-12) will participate in the Career Education Project upon the completion and analysis by Project staff of a career education market survey.

PROGRAM PLAN

Target Population. Approximately 81 schools in the 8 districts served by the BOCES

Activity. Project Director visitation and discussion with school administrators; participation by the schools in the market survey

Timeline. December 1975-February 1976

EVALUATION PLAN

Data and Data Source. School personnel's statements

Sample Size. 14 school staffs

Instrument. Needs assessment questionnaire

Time(s) of Administration. January-February

ROCKLAND COUNTY BOCES ADMINISTRATOR OBJECTIVE

Because the Project Director assumed his new role in October without any previous knowledge of the Rockland County Career Education Project specifically, he understandably felt that it was necessary to conduct a survey of the professional staff's opinions and needs concerning career education. Thus, a market survey was developed to determine the willingness of administrators and teachers to work with the Career Education Project Director and to obtain their opinions about the various types of career education materials and services they would most like to have available to them. A copy of the questionnaire, "Your Role in Career Education," may be found in the Appendix of this report.

Findings

The Project Director did partially meet this objective in that staff members from 14 Rockland County schools did complete the survey on career education. However, the Project Director was not able to secure their participation in the Project because of the State's notice that the Project would not be refunded. This information, of course, made staff members in most schools very reluctant to become involved in a program which they already knew would be discontinued. Therefore, only token efforts, such as meetings with different school administrators and presentations at a number of faculty meetings, were made toward accomplishing this objective.

A very brief summary of some of the more important data gained in this survey does seem to indicate that the Project Director could have successfully obtained the cooperation of these staff members in various schools under more auspicious circumstances. For instance, most of the staff members from 13 of the 14 schools noted that they felt it was very important or important that career education be emphasized in the current school curriculum.

In addition, most of the staff members from 13 of the 14 schools indicated that they had not previously been oriented to or trained for the career education program in Rockland County. These two findings taken together show a gap between what these educators think is important and what they have been trained to do. Since nine of the 14 schools signified that they would be very willing or willing to continue or begin career education instructional activities with their students, it seems that many of the Rockland County staff members would have taken part wholeheartedly in a career education program.

When asked what materials and information would be most useful to them in carrying out career education, the following answers seemed to be the most popular: units or learning activity packets with both student and teacher materials, audio-visual products, strategies and approaches on how to emphasize career education in current daily instruction, sample career education lessons, catalogs of community speakers, and information about available jobs. A list of instructional goals and objectives, a catalog of community trips, teacher curriculum guides, books, games, and other student materials were also mentioned. From looking at this list, it would seem that the Project Director could have spent a very profitable year for Rockland County in gathering some of the materials that were most often requested catalogs could have been compiled, audio-visual products could have been ordered, commercially produced career education materials might have been obtained, and in-service workshops could have dealt with strategies and approaches for career education infusion and the creation of sample career education lessons. The already created Rockland County Career Education Teacher's Guides could also have been more thoroughly disseminated and emphasized in workshops.

In summary, a basis for support of career education does seem to exist

in Rockland County and could be capitalized upon in the future given the right circumstances (probably including some financial support).

ROCKLAND COUNTY BOCES
ADMINISTRATOR OBJECTIVE

OBJECTIVE

At least 3 Task Force members will obtain a policy statement in support of career education from their district Boards of Education.

PROGRAM PLAN

Target Population. 8 district Boards of Education

Activity. Participate in discussions with the Career Education Project Director and Task Force members

Timeline. January-June 1976

EVALUATION PLAN

Data and Data Source. Policy statements from the Boards of Education (obtained by Task Force members)

Sample Size. All Task Force members

Instrument. Statement

Time(s) of Administration. June

ROCKLAND COUNTY BOCES ADMINISTRATOR OBJECTIVE

The Project Director's focus this year was on obtaining administrative support for and cooperation in the Career Education Project. One way that such support can be evidenced is through the issuing of policy statements in support of career education by district Boards of Education.

Findings

The Project Director hoped that three Task Force members would be able to obtain these statements from their districts, and this objective was met. The three cooperating districts in Rockland County are South Orangetown, Pearl River, and Ramapo Central.

The quotations below are the resolution about career education from the Pearl River School District and the policy statement from Ramapo Central School District on career education.

Pearl River School District

The purposes of education in Pearl River include the "acceptance of responsibilities within these groups (i.e. family, neighborhood, community, state, nation, world)," and "the need to maintain a necessary degree of economic independence." These purposes have been realigned and highlighted on the national scene under the rubric of "career education."

The recent national focus on the need for a greater degree of accomplishment of these goals is significant. The dynamic nature of society will require the ability to make decisions in multi-career lives and to make major adjustments in family roles.

The skills necessary for survival are the goals of "career education." These goals fall into three distinct categories:

- 1) to provide students with the ability to recognize the variety of productive roles which exist in society
- 2) to provide students with the ability to identify their own needs, values, skills, and limitations
- 3) to provide students with the ability to make decisions based on the above understandings.

Our purposes already include these goals, but the need for an ongoing commitment and conscious direction toward accomplishment is recognized and encouraged by the Board of Education.

Ramapo Central School District

1. Resolution

The Board of Education of Ramapo Central School District recognizes the importance and value of career education in the instructional programs of its schools. Education regarding the world of work should begin at an early age and be integrated into the existing curricula of the school system. Career education should be developmental in nature and involve awareness, exploratory, and preparation phases as considered appropriate for each individual child. Career education is considered to be a high priority and members of the instructional staff are encouraged to include it in their subjects of instruction.

2. Implementation

- a. Continued participation in the countywide career education effort which is in its fourth year as a federally funded project. This district has been actively represented on the Rockland County Career Education Task Force.
- b. Continued liaison between the Assistant Superintendent for Curriculum and school principals, and between principals and teachers in expansion of career education in schools.
- c. Continued and expanded use of Career Education units, developed by teachers of Rockland County and available in the schools.
- d. Continued and expanded effort in the area of career guidance.
- e. Continued use of community resources for career education, both in and out of the schools.

ROCKLAND COUNTY BOCES
ADMINISTRATOR OBJECTIVE

OBJECTIVE

Each Task Force member will report on career education at an administrative or faculty meeting in 2 district schools not participating in the Project.

PROGRAM PLAN

Target Population. Approximately 17 Task Force members

Activity. Attend monthly Task Force meetings conducted by the Project Director

Timeline. October 1975-June 1976

EVALUATION PLAN

Data and Data Source. Task Force members' testimony

Sample Size. All members

Instrument. Questionnaire

Time(s) of Administration. June

ROCKLAND COUNTY BOCES ADMINISTRATOR OBJECTIVE

Since the Career Education Task Force is so important to the design and dissemination of the Career Education Project in Rockland County, PSE developed a questionnaire for Task Force members which would gather data on this objective specifically and on other issues as well. In mid-June, we mailed these questionnaires to 11 Task Force members, and nine were completed and returned to PSE for analysis. The tabulated results of this questionnaire follow this narrative.

Findings

The Project did fall slightly short of its stated objective, although it is obvious that the Task Force members did a great deal of work for career education during the year. Only five of the nine respondents were able to say that they had reported on career education at an administrative or faculty meeting at a school not participating in the Project, but four of these five had spoken to four or more different non-participating schools. Furthermore, all nine respondents indicated that they had discussed career education at least informally with administrators and teachers in non-participating schools, and five of the nine noted that they had these informal discussions more than six times during the year. In other words, the dissemination process from participating to non-participating Rockland County schools was being carried out.

In fact, three of the nine members indicated that they spent more than ten hours per month on career education work outside of the regularly scheduled Task Force meetings, thus evidencing a considerable amount of commitment.

Most of the Task Force members said that they were involved in the

following kinds of career education Task Force work: encouraging teachers and other staff members to infuse career education concepts and activities into their classroom instruction, participating in planning career education for the schools in their district, assisting school staff members in the implementation of career education programs in the Rockland County schools, assisting in carrying out in-service/staff development workshops on career education, and helping teachers and administrators select appropriate career education goals and objectives.

PSZ also asked the Task Force members to comment on the use of task forces as a strategy for spreading and promoting career education. Six of the nine members indicated that they would definitely encourage other projects to use task forces; sample comments included the fact that a task force "serves to coordinate and disseminate information about career education" and that a task force "is generally made up of important personnel who can promote participation in career education programs." Seven of the nine members indicated that they would definitely serve on a career education task force again next year. In fact, five of the nine members have served for more than three years already which evidences strong and continued commitment to career education on the part of these educators.

POLICY STUDIES IN EDUCATION

475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10018 • (212) 684 • 6940

ROCKLAND COUNTY BOCES**CAREER EDUCATION****TASK FORCE QUESTIONNAIRE**

This questionnaire is designed to gather information on your involvement in career education. It is an important part of a study which Policy Studies in Education is carrying out for Howard Harris, the Career Education Project Director. Your answers will help shape new and existing career education programs.

All questionnaires will be treated confidentially, and no response will be presented in a way which will identify any individual.

We thank you in advance for your time and cooperation.

Name: _____

Your school district: _____

Your current school position: _____

Date this questionnaire was completed: _____

1. How long have you been a member of the Career Education Task Force?

22% 1 year
11% 2 years

11% 3 years
56% More than 3 years

2. Are you an appointed or volunteer member?

78% Appointed

22% Volunteer

3. Approximately how many hours per month do you spend on career education work outside of the regularly scheduled Task Force meetings?

11% 1-3 hours per month
44% 4-6 hours per month

11% 7-10 hours per month
33% More than 10 hours per month

4. What do you see as the role of the Task Force in career education? (Check as many as apply.)

78% Participate in planning career education for the schools in your district

100% Encourage teachers and other staff members to infuse career education concepts and activities into their classroom instruction

22% Order and review career education books, films, and resource materials

11% Select career education materials for classroom use

78% Involve the community more fully in the career education program

66% Help teachers and administrators select appropriate career education goals and objectives

89% Assist school staff members in the implementation of career education programs in the Rockland County schools

33% Help decentralize the Rockland County BOCES Career Education Project

78% Assist in carrying out in-service/staff development workshops on career education

22% Other (please specify) _____

5. What types of contacts do you have in your district? (Check as many as apply.)

100% Individual teachers

100% Individual administrators

100% Guidance counselors

67% Superintendent

78% Specialists (e.g., reading)

44% Other (please specify) _____

6. Do you generally spread career education in your district through:

78% Personal individual contacts

56% Informal meetings/discussions with staff members individually

67% Informal meetings/discussions with staff members in groups

56% Formal group presentations

7. What activities have you undertaken in your Career Education Task Force work?

- 78% Participated in planning career education for the schools in your district
89% Encouraged teachers and other staff members to infuse career education concepts and activities into their classroom instruction
33% Ordered and reviewed career education books, films, and resource materials
44% Selected career education materials for classroom use
44% Involved the community more fully in the career education program
56% Helped teachers and administrators select appropriate career education goals and objectives
78% Assisted school staff members in the implementation of career education programs in the Rockland County schools
22% Helped decentralize the Rockland County BOCES Career Education Project
67% Assisted in carrying out in-service/staff development workshops on career education
22% Other (please specify) _____

8. Have you discussed career education informally with administrators or teachers in schools which are not participating in the Career Education Project?

100% Yes

0% No

If yes, approximately how many times?

0% 1-2 times

11% 3-4 times

33% 5-6 times

56% More than 6 times

9. Have you reported on career education at an administrative or faculty meeting at a school not participating in the Career Education Project?

56% Yes

44% No

If yes, how many non-participating schools were you in contact with and how many times did you attend meetings at each one? For example, 2 schools - 1 time in each school.

Number of Schools

Number of times you attended meetings

20% 1

0% 2

0% 3

80% 4 or more

20% 1 time

20% 2 times

0% 3 times

60% 4 or more times

10. With which non-participating schools were you involved? Please name them below.

22% I have not been involved with any non-participating schools.

Number of schools named:

1 22%

4 33%

2 0%

5 and more 22%

3 0%

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11. What were the topics of your career education discussions/presentations in the non-participating schools you visited? (Check as many as apply.)

22% I have not visited any non-participating schools.

33% Career education activities in Project schools in Rockland County

44% Career education concepts in general

33% The career education movement today

22% The role of the Career Education Task Force in the implementation of career education in Rockland County

67% Ways for non-participating schools to become involved in the Career Education Project

11% Other (please specify) _____

12. How supportive are your district's school staff members of the efforts of the Career Education Task Force?

22% Very supportive

22% Not very supportive

56% Fairly supportive

0% Not supportive at all

13. Would you encourage other projects to use task forces in order to spread and promote career education?

67% Definitely yes

33% Maybe

0% Definitely no

Why? It serves to coordinate and disseminate information about career education.

It is generally made up of important personnel who can promote participation in career education programs

14. Would you serve on a Career Education Task Force again next year?

78% Definitely yes

22% Maybe

0% Definitely no

ROCKLAND COUNTY BOCES

STUDENT OBJECTIVE

OBJECTIVE

80% of the eighth and twelfth graders participating in the Career Internship Program will evaluate their experiences favorably and will demonstrate increased knowledge of their chosen career possibility.

PROGRAM PLAN

Target Population. Approximately 50 eighth and twelfth graders

Activity. Participate in the Career Internship Program, including group sessions of all interns every two or three weeks

Timeline. September 1975-June 1976

EVALUATION PLAN

Data and Data Source. Students' testimony

Sample Size. Approximately 50 eighth and twelfth graders

Instrument. Student questionnaire

Time(s) of Administration. February-June

Design. Pretest-posttest without controls

ROCKLAND COUNTY BOCES STUDENT OBJECTIVE

A unique, popular, and very important aspect of the Rockland County Career Education Project is the Career Internship Program which places students with employers (mentors) in the community during one semester for approximately 12-15 hours for eighth graders and approximately 60 hours for eleventh and twelfth graders. This excellent opportunity to observe workers in their everyday performance of their jobs is supplemented by individual and group counseling sessions with guidance counselors and individual sessions with the Program's coordinator.

In order to measure these students' growth in career education knowledge and attitudes, PSE developed a student evaluation form in two versions—a three-page pretest and a seven-page posttest (including the three-page pretest version). The tests were administered with the help of the Program's coordinator. Five eighth graders were pretested and posttested, and 23 eleventh and twelfth graders were pretested while 16 were posttested. PSE received these completed questionnaires in June and then tabulated and analyzed them. The tabulated results presented on the instruments themselves for the two age levels follow this narrative.

Findings

On the first set of seven affective items (on which students responded on a scale from strongly agree to strongly disagree), the eighth graders seemed to show more improvement in attitudes. It should be noted that affective learning is always much more difficult to produce than cognitive learning. The eighth graders did show good improvement on items which indicated that they believed: (1) that people work for reasons other than to earn a living (item 1); (2) that students should have several volunteer

and paid work experiences before they leave high school (item 5); (3) that it is important for secondary school students to talk to many different people about their work and their lives (item 6). Both the middle school and high school students show positive improvements on item 4 when they agreed that "experiences in a specific career placement similar to those provided by the Rockland County Career Internship Program should be included in every student's high school program." To support that finding further, we asked whether the Career Internship Program as it is designed now should be required for all students in the respondent's grade level. All eighth grade students answered "maybe" on the pretest, but 40% responded "definitely yes" on the posttest. For the eleventh and twelfth graders on the pretest, 30% responded "maybe" and 17% responded "definitely yes"; on the posttest, 44% now answered "maybe" while 31% answered "definitely yes." With the movement away from requirements of any kind in the secondary schools today, this student reaction is particularly noteworthy. A common problem associated with internship programs like this one is the fear on the part of parents and teachers that students' grades will drop because of the extra pressure of this outside commitment. However, all eighth grade students indicated that their grades in school were unaffected by their involvement in the Program. In addition, 88% of the eleventh and twelfth graders commented that their grades were unaffected, but 12% of these students indicated that their grades actually rose during the period of their internship. Thus, the internship can truly be seen as an enriching experience and one which does not detract from the regular academic experiences of the student.

PSE also asked a set of questions to determine how much knowledge students gained about the career field they explored. For instance, we asked the students to list two pros and two cons of the career they investigated; of the eighth graders, 80% were able to respond correctly, and

80% of the eleventh and twelfth graders were also able to list two cons or negative aspects of the chosen career. However, only 38% of these older students were able to list two pros or positive aspects of the explored career; this statistic might reveal something of a rude awakening to the world of work and everyday job requirements and pressures. When asked if their experience in this Program helped them clarify their thoughts about the career they explored, 80% of the eighth graders and 75% of the eleventh and twelfth graders responded that it definitely had. In a final set of posttest affective questions, 100% of the eighth graders and 88% of the eleventh and twelfth graders also agreed that they now knew about a variety of jobs in the field they explored during their internship; thus, students must have been given a good perspective on the career field by their mentors rather than just on one specific job. And finally, 80% of the eighth graders and 50% of the eleventh and twelfth graders agreed that their understanding of the adult world of work had increased greatly because of their experiences in the Career Internship Program.

An important aspect of the Program was, of course, the student's relationship with his or her mentor. The Program's coordinator felt that this relationship with an adult would be very beneficial for a secondary school student and thus took great care in selecting the mentors for the Program. We asked students how satisfactory their relationship with their mentor was; 60% of the eighth graders and 69% of the eleventh and twelfth graders responded that it was very satisfactory, while most of the rest of the students responded that it was at least fairly satisfactory. Furthermore, all of the eighth grade students and 75% of the eleventh and twelfth grade students noted that they would recommend their mentor to other students who were planning to participate in the Career Internship Program. In addition to

the mentor, the data show that the other workers were also helpful to the students. For instance, all of the eighth graders and 69% of the eleventh and twelfth graders said that the other people at work were not too busy to discuss aspects of their jobs with the student. The Program's coordinator should be congratulated on choosing work situations in which the workers were so receptive to the student intern.

PSE also attempted to determine how valuable various activities conducted by the Program's coordinator and school guidance counselors were for the students. The activities identified as most valuable by both the eighth graders and the eleventh and twelfth graders were the pre-internship orientation conducted by the Program's coordinator, the visitations by the coordinator at the intern's placement, and the group guidance counseling sessions which took place during the internship period. Activities seen as slightly less valuable were keeping the log required by the Program's coordinator and the individual guidance counseling sessions. Perhaps student feedback on the log format could be obtained and appropriate revisions could be undertaken by the Program's coordinator.

In summary, we asked the students to express their general opinions about the Career Internship Program on four rating scales designed to measure how interesting, challenging, effective, and valuable the Program was for the students. On a scale of 1 to 5, with 1 being the highest score, the great majority of students at both levels gave the Program's interest level, effectiveness, and general value a 1 or 2. The least favorable rating though still fairly positive, was obtained when the students were asked to indicate how challenging the Program was. In other words, perhaps these highly motivated students need to feel more challenge by their mentors in the work situation or by the Program's other activities which take place in the schools themselves.

In brief, the students' reactions to the Career Internship Program seem to be very favorable and indicate that the Program is basically well designed and conceptualized and well implemented by the Program's coordinator. In time, additions to and enrichment of this Program can only make it more successful than it already seems to be. Indeed, we feel that this Project objective has been met.

POLICY STUDIES IN EDUCATION

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ROCKLAND COUNTY BOCES

Career Internship Program Student Evaluation Form

This questionnaire is designed for students participating in the Rockland County Career Internship Program in order to find out what you think about the program. The questionnaire is an important part of a study which Policy Studies in Education is carrying out for the New York State Consortium for Career Education. Your answers can help shape new and existing career education programs throughout the state.

All questionnaires will be treated confidentially, and no responses will be presented in a way which will identify any individual. Of course, you do not have to answer any question about which you feel hesitant.

We thank you in advance for your time and cooperation.

Grade: ☒ 8 ☐ 12

Sex: ☒ 40% Female ☒ 60% Male

Date this questionnaire was completed: _____

		PRE TEST	POST TEST								
Directions: Please read each statement carefully. Then put a check in the box which most accurately reflects your opinion about the statement.		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree					
1. The only reason for working is to earn a living.	0%	0%	0%	20%	80%	0%	0%	0%	60%	40%	0%
2. Career education will be of greater long term value to boys than to girls.	0%	0%	20%	0%	40%	40%	0%	40%	40%	40%	0%
3. The school guidance department should carry the primary responsibility for career education.	0%	20%	60%	20%	20%	20%	0%	20%	20%	0%	0%
4. Experiences in a specific career placement similar to those provided by the Rockland County Career Internship Prog. should be included in every student's high school program.	20%	80%	60%	20%	0%	20%	0%	0%	0%	0%	0%
5. Students should have several work experiences - volunteer or for pay - before they leave high school.	20%	60%	60%	40%	20%	0%	0%	0%	0%	0%	0%
6. It is important for secondary school students to talk to many different people about their work and their lives.	40%	40%	20%	60%	20%	0%	20%	0%	0%	0%	0%
7. A high school student should receive credit toward graduation for working as a:											
	PRE	POST									
a) Gas station attendant	40%	20%	0%	20%	20%	40%	0%	20%	0%	0%	0%
b) Stock clerk	40%	40%	40%	40%	0%	0%	0%	20%	0%	0%	0%
c) Teacher's aide	20%	20%	40%	80%	0%	0%	0%	0%	0%	0%	0%
d) Hospital volunteer	40%	20%	40%	80%	0%	0%	0%	0%	0%	0%	0%
e) Political campaign worker	40%	40%	40%	40%	0%	20%	0%	0%	0%	0%	0%
f) Any kind of work	20%	20%	0%	0%	40%	60%	0%	20%	0%	0%	0%

8. Please rank the individuals or groups listed below in order of their importance in helping you learn about the world of work. Put a "1" next to the most important, a "2" next to the second most important, etc.

PRETEST

POSTTEST

- 1 Parents
4 Mass media
2 Teachers
7 Other school personnel
6 Friends
5 Community mentors
3 Other employers and workers
8 Other students
9 Other (please specify) _____

- 1
4
2
7
5
3
6
8
9

9. What career education topics would you like to learn more about from your school teachers or counselors?

PRE 7 POST 7

- 60 100 Identifying your interests, aptitudes, and values
20 80 Setting personal goals
80 80 Making career decisions
100 80 Study of job information - requirements, rewards, duties, responsibilities
40 80 Developing good work habits
20 60 Study of our economic system
80 100 How to prepare a resume, job application, or job interview
100 80 How to find and get a job
40 80 Improving decision making skills
0 0 None of the above
0 0 Other (please specify) _____
0 0 No Answer

10. List three ways the community can contribute to a career education program in the schools.

LISTED:

- | | PRE | POST |
|----|-----|------|
| 1. | 60% | 60% |
| 2. | 40% | 40% |
| 3. | 0% | 0% |

11. Name three community workers whom you would call upon to discuss your career goals and plans.

LISTED:

- | | PRE | POST | | | |
|-----------|-----|------|-------------------|-------------|--------------------|
| 1. | 40% | 40% | (Name of contact) | (Job title) | (Name of business) |
| 2. | 40% | 20% | (Name of contact) | (Job title) | (Name of business) |
| 3. | 0% | 0% | (Name of contact) | (Job title) | (Name of business) |
| No Answer | 20% | 40% | | | |

12. Please check how you think each of the following people or groups in your school district or community would answer the question: "How valuable is the career internship program for the students who are involved?"

	Very valuable		Valuable		No opinion		Not very valuable		Not valuable at all	
Students	60%	60%	20%	40%	20%	0%	0%	0%	0%	0%
Teachers	40%	60%	20%	40%	20%	0%	20%	0%	0%	0%
School principal	40%	60%	20%	40%	20%	0%	0%	0%	20%	0%
Parents	40%	80%	60%	20%	0%	0%	0%	0%	0%	0%
Employers in community	40%	60%	60%	0%	20%	40%	20%	0%	0%	0%
	PRE	POST								

13. Should the Rockland County Career Internship Program as it is designed now be required for all students in your grade?

PRE	POST
<u>0%</u> Definitely yes	<u>40%</u>
<u>100%</u> Maybe	<u>60%</u>
<u>0%</u> Definitely not	<u>0%</u>
<u>0%</u> No opinion	<u>0%</u>

Questions 14-32, POSTTEST Only.

14. How long did your internship last?

100% 12-15 hours (eighth graders)

0% 60 hours (twelfth graders)

0% Other (please specify) _____

15. This length of time was:

40% too short because I liked it so much.

20% too short because I didn't get a chance to understand my job well enough.

40% just about right.

0% too long because I didn't like the job I chose.

0% too long because I understood my job quickly and was not challenged by it.

0% No opinion

0% Other (please specify) _____

16. Describe briefly your internship placement, including your job description and the organization or company with which you were placed. (optional)

With DOCTORS -- 40%

With DENTISTS -- 20%

NO ANSWER -- 40%

17. During the period of your internship, how were your grades in school affected?

0% They rose.

100% They stayed about the same as before the internship program.

0% They declined.

0% Other (please specify) _____

18. How difficult was arranging transportation to and from your internship job?

0% Very difficult

60% Fairly difficult

20% Not very difficult

20% Not difficult at all

19. List 2 pros and 2 cons of the career you explored during your internship.

LISTED:

Pros (Positive aspects)

Cons (Negative aspects)

1. 0%

1. 0%

2. 80%

2. 80%

No Answer 20%

20%

20. How satisfactory was your relationship with your mentor or mentors?

60% Very satisfactory

40% Fairly satisfactory

0% Not very satisfactory

0% Not satisfactory at all

21. How valuable have the following activities been for you?

	Very valuable	Valuable	No opinion	Not very valuable	Not valuable at all
Pre-internship orientation	40%	60%	0%	0%	0%
Visitations by the Coordinator at your internship job	40%	60%	0%	0%	0%
Keeping the log	0%	60%	0%	40%	0%
Guidance counseling during the internship program (individual sessions)	0%	60%	20%	20%	0%
Guidance counseling during the internship program (group sessions)	20%	60%	0%	20%	0%

22. Did your experience in the internship program help you clarify your thoughts about the career you explored?

80% Definitely yes

20% Maybe

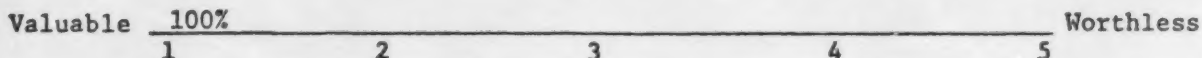
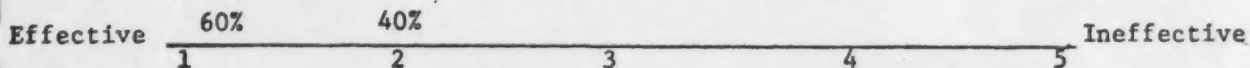
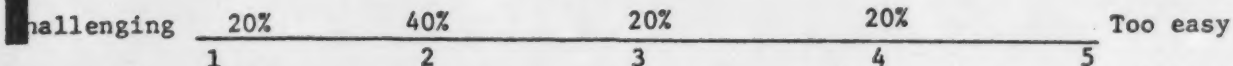
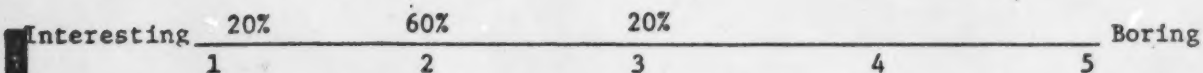
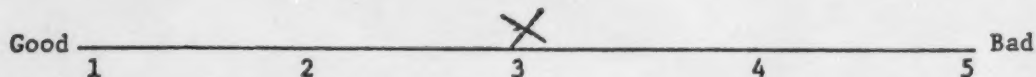
0% Definitely not

0% No opinion

Directions: Please read each statement carefully. Then put a check in the box which most accurately reflects your opinion about the statement.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
23. I was given enough responsibility in my internship placement.	20%	60%	20%	0%	0%
24. The internship program gave me the chance to develop a good relationship with an adult outside of my family.	20%	20%	40%	20%	0%
25. Now I know about a variety of jobs in the field I explored during my internship.	80%	20%	0%	0%	0%
26. I could have used more counseling from school personnel before and during the internship program.	20%	20%	40%	20%	0%
27. I would recommend my mentor or mentors to other students who are planning to participate in the internship program.	40%	60%	0%	0%	0%
28. Most of the time the people at work were too busy to discuss aspects of my job with me.	0%	0%	0%	100%	0%
29. I did not like giving up a lot of my extracurricular activities in order to participate in the internship program.	0%	0%	0%	80%	20%
30. I felt unsure of myself and my role during most of the internship program.	0%	20%	20%	40%	20%
31. My understanding of the adult world of work has increased greatly because of my experiences in the internship program.	20%	60%	0%	20%	0%

HOW DO YOU FEEL ABOUT THE CAREER INTERNSHIP PROGRAM?

Please indicate your general opinions about the Career Internship Program on the scales which follow. Put an X through each line to describe how you feel about the Program. The more strongly you feel, the closer to the word you should place the X. For instance, if you think the Program is neither good nor bad, you would place the X through the middle of the line as shown in the example below.



POLICY STUDIES IN EDUCATION

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ROCKLAND COUNTY BOCES

Career Internship Program Student Evaluation Form

This questionnaire is designed for students participating in the Rockland County Career Internship Program in order to find out what you think about the program. The questionnaire is an important part of a study which Policy Studies in Education is carrying out for the New York State Consortium for Career Education. Your answers can help shape new and existing career education programs throughout the state.

All questionnaires will be treated confidentially, and no responses will be presented in a way which will identify any individual. Of course, you do not have to answer any question about which you feel hesitant.

We thank you in advance for your time and cooperation.

Grade: 8 ☒ 12

Sex: 70% Female 30% Male

Date this questionnaire was completed: _____

		PRE TEST	POST TEST								
Directions: Please read each statement carefully. Then put a check in the box which most accurately reflects your opinion about the statement.		Strongly Agree	Agree	No Opinion		Disagree		Strongly Disagree			
0%	1. The only reason for working is to earn a living.	4% 0%	13% 12%	0% 0%		52% 56%		30% 25%			
0%	2. Career education will be of greater long term value to boys than to girls.	0% 6%	9% 12%	4% 6%		13% 25%		74% 50%			
0%	3. The school guidance department should carry the primary responsibility for career education.	0% 0%	56% 62%	22% 6%		13% 31%		9% 0%			
0%	4. Experiences in a specific career placement similar to those provided by the Rockland County Career Internship Prog. should be included in every student's high school program.	13% 44%	35% 50%	17% 0%		26% 6%		9% 0%			
0%	5. Students should have several work experiences - volunteer or for pay - before they leave high school.	30% 56%	65% 38%	4% 0%		0% 0%		0% 0%			
0%	6. It is important for secondary school students to talk to many different people about their work and their lives.	56% 50%	39% 44%	4% 0%		0% 0%		0% 0%			
7. A high school student should receive credit toward graduation for working as a:											
		PRE	POST								
12%	a) Gas station attendant	9%	6%	14%	25%	13%	12%	48%	25%	9%	19%
12%	b) Stock clerk	13%	6%	44%	25%	17%	12%	22%	31%	0%	6%
12%	c) Teacher's aide	26%	19%	52%	56%	9%	6%	9%	6%	0%	6%
12%	d) Hospital volunteer	30%	25%	48%	56%	9%	6%	9%	6%	0%	0%
12%	e) Political campaign worker	22%	19%	52%	50%	4%	19%	13%	6%	4%	0%
0%	f) Any kind of work	17%	12%	17%	38%	26%	12%	30%	25%	9%	6%

8. Please rank the individuals or groups listed below in order of their importance in helping you learn about the world of work. Put a "1" next to the most important, a "2" next to the second most important, etc.

PRE	POST
<u>1</u> Parents	<u>1</u>
<u>4</u> Mass media	<u>5</u>
<u>5</u> Teachers	<u>6</u>
<u>7</u> Other school personnel	<u>7</u>
<u>6</u> Friends	<u>3</u>
<u>3</u> Community mentors	<u>2</u>
<u>2</u> Other employers and workers	<u>4</u>
<u>8</u> Other students	<u>8</u>
<u>9</u> Other (please specify)	<u>9</u>

9. What career education topics would you like to learn more about from your school teachers or counselors?

PRE	POST
<u>22%</u>	<u>56%</u> Identifying your interests, aptitudes, and values
<u>30%</u>	<u>48%</u> Setting personal goals
<u>39%</u>	<u>50%</u> Making career decisions
<u>1%</u>	<u>62%</u> Study of job information - requirements, rewards, duties, responsibilities
<u>6%</u>	<u>38%</u> Developing good work habits
<u>26%</u>	<u>31%</u> Study of our economic system
<u>2%</u>	<u>62%</u> How to prepare a resume, job application, or job interview
<u>0%</u>	<u>75%</u> How to find and get a job
<u>26%</u>	<u>38%</u> Improving decision making skills
<u>0%</u>	<u>0%</u> None of the above
<u>2%</u>	<u>19%</u> Other (please specify)
<u>0%</u>	<u>6%</u> No Answer

10. List three ways the community can contribute to a career education program in the schools.

LISTED:	PRE	POST
1.	<u>48%</u>	<u>31%</u>
2.	<u>26%</u>	<u>38%</u>
3.	<u>4%</u>	<u>12%</u>

No Answer 22% 19%

11. Name three community workers whom you would call upon to discuss your career goals and plans.

LISTED:	PRE	POST
1.	<u>17%</u>	<u>6%</u>
	(Name of contact)	(Job title) (Name of business)
2.	<u>26%</u>	<u>12%</u>
	(Name of contact)	(Job title) (Name of business)
3.	<u>13%</u>	<u>25%</u>
	(Name of contact)	(Job title) (Name of business)
No Answer	<u>44%</u>	<u>56%</u>

12. Please check how you think each of the following people or groups in your school district or community would answer the question: "How valuable is the career internship program for the students who are involved?"

	Very valuable		Valuable		No opinion		Not very valuable		Not valuable at all		No Answer	
Students	48%	56%	48%	25%	4%	12%	0%	0%	0%	0%	0%	6%
Teachers	52%	50%	39%	38%	0%	6%	9%	6%	0%	0%	0%	0%
School principal	56%	56%	22%	31%	9%	6%	9%	0%	4%	6%	0%	0%
Parents	65%	75%	26%	25%	0%	0%	9%	0%	0%	0%	0%	0%
Employers in the community	48%	69%	48%	25%	4%	6%	0%	0%	0%	0%	0%	0%
	PRE	POST										

13. Should the Rockland County Career Internship Program as it is designed now be required for all students in your grade?

PRE

POST

17%

31% Definitely yes

30%

44% Maybe

44%

25% Definitely not

9%

0% No opinion

Questions 14-32, Posttest Only

14. How long did your internship last?

- 0% 12-15 hours (eighth graders)
31% 60 hours (twelfth graders)
69% Other (please specify) _____

15. This length of time was:

- 50% too short because I liked it so much.
19% too short because I didn't get a chance to understand my job well enough.
19% just about right.
6% too long because I didn't like the job I chose.
0% too long because I understood my job quickly and was not challenged by it.
0% No opinion
6% Other (please specify) _____

16. Describe briefly your internship placement, including your job description and the organization or company with which you were placed. (optional)

TEACHING:

WITH: POLICE DEPT -- 19%	NEWSPAPER -- 6%	PRESCHOOL -- 6%
VETERINARIANS 12%	PHOTOGRAPHER 6%	ELEMENTARY 6%
HOSPITALS 12%	ARCHITECT 6%	HANDICAPPED 19%
OCCUPATIONAL 6%		NO ANSWER 19%

17. During the ^{Therapist} period of your internship, how were your grades in school affected?

- 12% They rose.
88% They stayed about the same as before the internship program.
0% They declined.
0% Other (please specify) _____

18. How difficult was arranging transportation to and from your internship job?

- 0% very difficult
6% fairly difficult
31% Not very difficult
62% Not difficult at all

19. List 2 pros and 2 cons of the career you explored during your internship.

Pros (Positive aspects)

Cons (Negative aspects)

LISTED:

1. 12%

1. 0%

2. 38%

2. 80%

NO ANSWER 50%

20%

20. How satisfactory was your relationship with your mentor or mentors?

69% Very satisfactory

25% Fairly satisfactory

6% Not very satisfactory

0% Not satisfactory at all

21. How valuable have the following activities been for you?

	Very valuable	Valuable	No opinion	Not very valuable	Not valuable at all	No Answer
Pre-internship orientation	12%	56%	19%	12%	0%	0%
Visitations by the Coordinator at your internship job	12%	56%	12%	12%	0%	6%
Keeping the log	6%	6%	31%	44%	6%	6%
Guidance counseling during the internship program (individual sessions)	0%	56%	12%	25%	6%	0%
Guidance counseling during the internship program (group sessions)	25%	38%	6%	25%	6%	6%

22. Did your experience in the internship program help you clarify your thoughts about the career you explored?

75% Definitely yes

25% Maybe

0% Definitely not

0% No opinion

N A N W E R	Directions: Please read each statement carefully. Then put a check in the box which most accurately reflects your opinion about the statement.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
6%	23. I was given enough responsibility in my internship placement.	25%	25%	19%	25%	0%
6%	24. The internship program gave me the chance to develop a good relationship with an adult outside of my family.	12%	44%	25%	12%	0%
6%	25. Now I know about a variety of jobs in the field I explored during my internship.	38%	50%	0%	6%	0%
6%	26. I could have used more counseling from school personnel before and during the internship program.	6%	6%	38%	44%	0%
2%	27. I would recommend my mentor or mentors to other students who are planning to participate in the internship program.	44%	31%	6%	6%	0%
6%	28. Most of the time the people at work were too busy to discuss aspects of my job with me.	0%	12%	12%	38%	31%
6%	29. I did not like giving up a lot of my extracurricular activities in order to participate in the internship program.	6%	0%	19%	31%	38%
6%	30. I felt unsure of myself and my role during most of the internship program.	6%	6%	6%	38%	38%
6%	31. My understanding of the adult world of work has increased greatly because of my experiences in the internship program.	12%	38%	25%	19%	0%

HOW DO YOU FEEL ABOUT THE CAREER INTERNSHIP PROGRAM?

Good

1
2
3
4
5
 Bad

Interesting	56%	31%			6%	Boring
	1	2	3	4	5	

Challenging	19%	38%	25%	12%	Too easy
	1	2	3	4	5

Effective **56%** **6%** **25%** **6%** **Ineffective**

1 ————— 2 ————— 3 ————— 4 ————— 5

Valuable	62%	25%		6%	Worthless
1	2	3	4	5	

NO ANSWER 6%

ROCKLAND COUNTY BOCES

COMMUNITY OBJECTIVE

OBJECTIVE

75% of the mentors of students in the Career Internship Program and will evaluate the students favorably.

PROGRAM PLAN

Target Population. Approximately 100 mentors

Activity. Participate in the Career Internship Program

Timeline. September 1975-June 1976

EVALUATION PLAN

Data and Data Source. Mentors' testimony

Sample Size. 50 mentors

Instrument. Questionnaire

Time(s) of Administration. May

ROCKLAND COUNTY COMMUNITY OBJECTIVE

The most important contact which this Career Education Project has with the community is through the mentors involved in the Career Internship Program. In order to make sure that this Project-community relationship was a strong and positive one and, more specifically, to determine how the mentors felt about the students and the Career Internship Program as a whole, the Program's coordinator developed a questionnaire for the mentors. Seventy-six completed questionnaires were received by PSE in June for scoring and analysis. The tabulated results of this questionnaire follow this narrative.

Findings

The reactions noted by the mentors about the students and the Career Internship Program were certainly very positive. On rating scales from 1 (low) to 5 (high) given for nine questions, only a handful of responses ever fell in the lowest two categories. The students and Program were overwhelmingly scored with 4's and 5's.

To meet the objective, 75% of the mentors needed to evaluate the students favorably. The results were: 88% of the mentors were very satisfied with the students' participation in their working situation; 75% felt that the students made the most of the experience provided them; 76% felt that the students evidenced an understanding of the careers they were exploring; 72% also felt that the students showed initiative and interest and asked questions appropriately; 75% indicated that the students were faithful in notifying them when they could not attend; and 86% said that the students were, in general, faithful in carrying out their commitments to the mentors.

On a more personal level, 73% of the mentors also felt that the students related well with them or with the persons they assigned to work with the

students. The findings speak well for the students' maturity and the way they conducted themselves at the career placement and also gives evidence of the building of that student-adult relationship which the Program was designed to promote.

From the students' viewpoint of things they had expected to learn, 68% of the mentors commented that they did discuss the requirements for the career being explored with the student. Thus, students were gaining valuable first-hand knowledge that would be useful in future decisions.

The general rating for the Program as a whole was very high with 41% of the mentors giving it a 5 and 39% of the mentors giving it a 4. In fact, 65% of the mentors indicated that they would like to participate in this or a similar Program again.

Many of the additional comments which mentors offered further praised the Program and commended the personalities and enthusiasm of the students involved. Some mentors commented that they would have preferred more pre-planning with the student before the Program started or that more planning was needed for the more complex occupations being explored.

Indeed, the Program's coordinator seems to have done quite a good job of selecting both mentors who could be helpful to students and students who were well qualified and mature enough to make a good impression on these community members. This mutual give-and-take relationship seems to have been most rewarding for both groups involved. Understandably, the coordinator can expect a good percentage of mentors wishing to repeat their involvement in the Program.

TABULATED RESULTS
OF THE
QUESTIONNAIRE FOR MENTORS

Career Internship Program
Rockland County BOCES

1. Were you satisfied with the student's participation during his/her time with you?

0%				41%	
Low	3%	9%	47%	High	
1	2	3	4	5	
2. Did the student make the most of the experience provided him/her?

0%				41%	
Low	3%	24%	33%	High	
1	2	3	4	5	
3. Did the student evidence an understanding of the career he/she was exploring?

0%				39%	1%
Low	16%	8%	37%	High	No Answer
1	2	3	4	5	
4. Did you discuss with the student the requirements for this career?

0%				42%	5%
Low	5%	24%	24%	High	No Answer
1	2	3	4	5	
5. Did the student relate well with you or with the person you assigned to work with him/her?

3%				47%	
Low	7%	17%	26%	High	
1	2	3	4	5	
6. Did the student show initiative, interest, ask questions?

9%				43%	4%
Low	3%	12%	29%	High	No Answer
1	2	3	4	5	
7. Was the student faithful in notifying you when he/she could not attend?

0%				45%	18%
Low	0%	8%	30%	High	No Answer
1	2	3	4	5	
8. Was the student faithful in carrying out his/her commitments to you?

0%				43%	4%
Low	1%	8%	43%	High	No Answer
1	2	3	4	5	
9. In general, how would you rate the program?

4%				41%	5%
Low	9%	3%	39%	High	No Answer
1	2	3	4	5	

Please answer the following questions briefly:

1. What suggestions can you make to improve the operation and/or scope of the program?
 - student should provide mentor with written set of the student's expectations
 - need more time with the students
 - have written report by student with feedback to the department on the student's impressions of the department, and the program
 - have student evaluations
 - have more counselors
 - better pre-planning with student before the program starts
 - initial exposure to occupations should vary with the complexity of the field. More planning is needed.
 - student should decide if he/she has spent enough time within given situation
 - program okay as is
 - program is excellent
2. Would you wish to participate in this or a similar program again?

65% Yes

13% No

21% No answer

Comments:

YES:

- Please continue to select qualified and interested students.
- The program was excellent from the viewpoint of both student and mentor.

NO:

- Time doesn't permit.
- I did not see adequate benefit to the student. Student was too young.

Additional Comments:

- Take students from junior and senior years only.
- The "premise" of the program is excellent. The student gets the "flavor" of a particular career.
- The high school guidance counselors do not prepare the students properly for a career.
- Disseminate information about the program to other schools and throughout the community.
- Various comments commending the personalities and enthusiasm of student participants.

Program Performance Report

Rural Districts

PROJECT PERFORMANCE REPORT

CAREER EDUCATION PROGRAM

1. Project No.:	2. Grant No.: 61141	3. Nature of the Report: _____ semi-annual ☒ final
4. Project Title: New York State Consortium for Career Education		5. Period Covered By This Report: From: July 1, 1975 to June 30, 1976
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): ☒ Incremental _____ Settings _____ Populations _____ Training _____ Communications _____ State Plan		
7. Project Director: Donald S. Tackley	8. Grantee: The Rural Districts' Career Concept Focus Plan of Candor, Odessa-Montour & Spencer-Van Etten S.D. Route 34 and Dartt Crossroad Spencer NY 14883	

9. MAJOR ACTIVITIES

Introductory Comment: The following report of major activities follows the format of the project's objectives set-up in collaboration with Carol Aslainian and Regina Paul of Policy Studies in Education during 7-9/75.

1. TEACHERS

- A. Objective: 100 teachers will teach at least one lesson which includes a career education emphasis during the year. (Policy Studies in Education.)

Activities:

1. Roving Resource Center (August-June)

The Roving Resource Center consisted of four sections: 1) Files of available curriculum materials K-12, 2) available commercial materials, 3) available reference materials, and 4) available audio-visual materials. The RRC spent at least a week and a half in each of the projects' seven buildings. Teachers were encouraged to examine and then order materials from the center. For a detailed report on what was ordered and by whom, please see attachment # 1 - Roving Resource Center Report.

The following products identified under 13. Dissemination Activities, item 2. were developed to support this activity: 2,3,4,7, 8,9,11,12,15,16,17,18,19 and 20.

2. Career Motivation Process Workshop (October 22, 1975)

Six counselors and teachers were trained by Mr. Clifford Garrison on the use of the one-day student oriented Career Motivation Process. Eight sessions have been conducted by counselors in two districts. A total of fifty-three students have experienced the process. This activity is also appropriate to Student Objective A: Visit Resource Center and Talk to Staff.

3. 7-12 English Teachers-Verbal Aptitude Workshop (December 10, 1975)
On December 10th, three English teachers (one from each district) and a guidance counselor met for an information meeting on: a) the occupational implications of verbal aptitude, and b) methods of teaching students to use the career education resources of the Guidance and Counseling Resource Centers. All teachers attending later involved students in the use of the Resource Center as a part of regular classroom activities. For details of same, see information contained under Student Objective A, Item 2 - Miscellaneous Resource Center Activities on page 7.
The following products identified under 13 Dissemination Activities, item 2 were developed to support this activity: 27,35,46 and 47.

4. Average Poem: Self-Awareness Survey (October 1975-January 1976)
A needs assessment instrument was constructed by project staff to determine student awareness of their abilities and the occupational implications of same. Students read the poem "Average" and then responded to nine questions. Five 9-12 English teachers in two school districts allotted two class periods each for the administration and interpretation of same. A total of 519 students were involved in two school districts. The goal of the Average Poem Survey was twofold: 1) for teachers, the survey demonstrated the local need for career education and distribution of the results to them hopefully encouraged them to begin or continue introducing career education concepts into regular classroom activities; 2) for students, the poem provided project staff with an opportunity of advertising the fact that resource centers were being established in their schools.
The following products identified under 13. Dissemination Activities were developed to support this activity: 52.

5. Awareness Training Workshop (January 20, 1976)
In cooperation with the National Alliance of Businessmen (Binghamton NY), the project sponsored a one-day workshop on January 20th. Communications skills, problem-solving, interpersonal relationships on the job and decision-making were the topics covered. The purpose of the workshop was to allow participants, especially English teachers, to experience the above topics as experienced by a manager in a business or industry establishment. Participants included ten persons from business and industry and the following staff involved in the career education project:

<u>Teacher</u>	<u>School District</u>	<u>Subject</u>
Edmund Brojenski	Candor	English Teacher
Edward Heslop	Candor	Guidance Counselor
Eugene Sensel	Odessa-Montour	H.S. Principal
Joyce Meskill	Odessa-Montour	English Teacher
Phyllis Thomas	Odessa-Montour	English Teacher
G. Raymond Starr	Spencer-Van Etten	H.S. Principal
Alice Pope	Spencer-Van Etten	Guidance Counselor
Patricia Rice	Spencer-Van Etten	English Teacher

James Crabtree: State Education Department

6. Workshop for K-12 Librarians (March 3, 1976)

A workshop was held on 3/3/76 for all librarians, except one, in the three school districts. The purpose of the workshop was two-fold: a) to discuss the librarian's role in career education and to examine materials available, and b) to gain exposure to other settings in which librarian's work. Librarians attendance were:

<u>Librarian</u>	<u>School District</u>
Mayce Sobus	Odessa-Montour
Alta Reinemann	Spencer-Van Etten
Elsie Mallett	Spencer-Van Etten
Wanda Berkley	Spencer-Van Etten
Theresa Hurlburt	Spencer-Van Etten
Beverly Barrows	Candor

The products identified under 13. Dissemination Activities, item 2. were developed to support this activity: 49,64 and 65.

7. Work-Seeking and Work-Getting Needs Assessment (February-June 1976)

During late February and early March, fourteen teachers provided assistance to project staff in the development of a needs assessment instrument designed to determine what students did and did not know about: 1) where to go to look for work, 2) filling out job application forms, 3) preparation for and behavior during job interviews, 4) personal data sheets and/or resumes, and 5) reasons why people fail to get and hold jobs. Feedback of results to students was provided by project staff and/or teachers. Project staff, and cooperating teachers administered the survey-test to all seniors in the three districts' during March. A total of 195 students were involved.

On 5/13/76 a workshop was held to: a) discuss the results of the survey-test described above, and b) to provide for an encounter between school personnel and personnel directors/employers, and c) to provide information about instructional materials to meet identified needs. Please see attachment # 3 for list of participants.

The following products identified under 13. Dissemination Activities, item 2. were developed in support of this activity: 72.

8. K-6 Self-Awareness Send Home Notes (September 1975-June 1976)

Thirty-five elementary teachers ordered a total of 3,500 copies of the following send home notes: 1) "I am proud to tell you that..." 2) "Did you know that...." and 3) "Happy-o-Gram." These notes were designed by project staff to foster self-awareness of skills or behavior learned. The notes are used on an individual basis. For additional details see product #12 under 13. Dissemination Activities.

9. Curriculum (July 1975-May 1976)

New Curriculum: As circumstances permitted and as the "right moment arose," several new lessons, units or reference guides were developed and added to the project's collection. The following products identified under 13. Dissemination Activities, item 2 are new curriculum products this year: 4,8,9,11,15,16,17,18,19, 20,21,22,23,44,49,67,72 and 73.

- B. Objective: 100 teachers will gain knowledge of two different careers and will establish 2 community contacts as resource persons for career education classroom activities. (Policy Studies in Education.)

Activities:

Four methods have been employed to reach the goal. The original intent was to use only one method, namely, The Conversation Series. Budget limitations demanded seeking alternative methods.

1. The Conversation Series (March 1976)

Five sessions of The Conversation Series were held during March 1976. A total of 33 teachers participated, with seven of the 33 attending two sessions each. For details see Attachment #4, Conversation Series Report.

2. Occupational Horizons Series (September 1975-June 1976)

A series of booklets presenting detailed information about an occupation or group of occupations were prepared. These booklets could be used either by students or teachers and in all instances were routed to guidance counselors for inclusion in their occupational information file. Teachers were surveyed as to the genuine usefulness of this procedure. For a copy of the survey see Attachment #5: Occupational Horizons Series Survey.

Titles in the series and details as to distribution are delineated under 13. Dissemination Activities, item 2: 57,58,59,60,61,63 and 64. For a sample of one of the booklets in the series, please see Attachment #6: Occupational Horizons Series - Librarians.

3. Poster Series

Two types of posters were developed to assist in achieving the objective.

The first type highlighted occupations associated with school subjects. These are identified by the following numbers under 13. Dissemination Activities, item 2: 26,27,45,55,56,66.

The second type highlighted a place (potential field trip) or a person (potential resource person). These are identified under 13. Dissemination Activities, item 2: 53,62,68,69,70, and 71.

4. Workshops

Three workshops were conducted which brought school personnel into contact with individuals in the business, labor and industry community.

- a) Awareness Training Workshop (January 20, 1976)
For details see Teacher Objective A, Activity 5 on page 2.
 - b) Workshop for Librarians (March 3, 1976)
For details see Teacher Objective A, Activity 6 on page 3.
 - c) Work-Seeking and Work-Getting Skills Workshop (May 13, 1976)
For details see Teacher Objective A, Activity 7 on page 3.
- C. Objective : 75% of all guidance counselors will be able to explain (in one paragraph) the value of aptitude tests such as the General Aptitude Test Battery and The Career Awareness Inventory, and will administer these tests at the grade levels suggested by the test's developers, and will explain the results to students.

Activities:

1. The Career Awareness Inventory (Grades 4-6)

In general, the CAI has not proved a satisfactory instrument. When the goal was set in August 1975 there was a hope that local norms could be established based on the testing of all students in grades 4-6 (Van Etten Elementary), during June 1975. Time and circumstances did not permit such and the hope was abandoned.

Instead the CAI was offered to individual teachers for administration to their classes. The teachers listed below administered the test and were assisted by project staff in the interpretation of same.

<u>Teacher</u>	<u>School District</u>	<u>Grade</u>
Edward Miller	Candor	5
Janet Foster	Candor	4
Jack Carr	Candor	3

There are no guidance counselors at the elementary level.

2. The General Aptitude Test Battery (Grades 9-12)

The GATB measures 9 aptitudes and links same with approximately 2,500 occupations. The GATB is now a regular part of the Guidance program at Candor and Odessa-Montour.

Administration Sessions:

Candor: The GATB was administered to 108 ninth grade students during March 1976.

Odessa-Montour: The GATB was administered to 111 tenth grade students on 12/1-4/75. In addition, Mr. Allan Sweet has administered the GATB on a once-a-month basis. These monthly sessions are designed for students who are contemplating a BOCES program or who are unsure of what their abilities are. Eight sessions were held at seven students each, for a total of 56 students.

Spencer-Van Etten: The GATB was administered to 105 ninth grade students on 11/12-13, 19-20, /75.

3. Interpretation Sessions:

Candor Central School District
Teachers

An interpretation session was held for 15 teachers of sophomores on 12/4/75. Sophomores were tested the previous school year.

Students

Interpretation sessions by Mr. Edward Heslop have been conducted during three one period classes and on an individual follow-up basis.

Odessa-Montour Central School District

Teachers

Counselor interprets on an individual basis.

Students

Counselor interprets on an individual basis.

Spencer-Van Etten Central School District

Teachers

Interpretation session for 9 teachers of freshman on 1/19/76.

Students

Counselor interprets on an individual basis. Special interpretation conducted for 22 students in Mrs. Helen Riker's Introduction to Business class on 5/27/76.

II. STUDENTS

- A. Objective: On the average, 20 students per week will visit the new career education resource center at Spencer-Van Etten High School to look at available materials and to talk to staff.

Activities:

1. Establishment of Three Resource Centers (August 1975-June 1976)

The above objective set with PSE was narrower in scope than the projects' objective for the year. The projects' objective was to establish resource centers in all three high schools. The resource center at Spencer-Van Etten was selected to determine the effectiveness of such centers.

The following items identified under 13. Dissemination Activities, item 2, were developed in support of this activity: 1,3,5,6,13, 14,24,25,26,27,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,45, 46,49,50,53,54,55,56,57,58,59,60,61,62,63,64,68,70, and 71.

Item 50: "Guidance and Counseling Resource Centers a la Career Education," summarizes the projects' activity in establishing resource centers and provides a working model for others wishing to establish same. Developer: Donald Tackley in cooperation with Edward Heslop, Alice Pope, Al Sweet. Grade levels: 7-12. Description: This is a "nuts and bolts" approach to reorganizing the information sources in a Guidance and Counseling Center to facilitate vocational development as well as classroom strategies for teaching students to use the center. Booklet includes: 12 self-directed learning activity cards, classroom strategies, motivational posters, staffing by student aides, use of center in course selection process. (45 pages).

2. Miscellaneous Resource Center Activities

As a result of the establishment of resource centers in the three high schools the following student activities have occurred:

a) Career Motivation Process

On 10-22-75 four guidance counselors and two teachers from the three high schools were trained in the useage of The Career Motivation Process by Mr. Clifford Garrison. The CMP is a one-day workshop for students and has been made a part of resource center activities. The following sessions have been held this year:

Odessa-Montour: Mr. Carl Petrozillo conducted two sessions at five students each on 12/18/75 and 1/13/76.

Spencer-Van Etten: Mrs. Alice Pope and her guidance aide Mrs. Linda Shoemaker have conducted the following sessions:

<u>Date</u>	<u># of Students</u>
11/19/75	7
12/5/75	12
1/22/76	6
2/3/76	6
5/5/76	6
6/76	6

A total of 53 students have experienced CMP this year. For students reaction to CMP see Attachment #7: Student Reactions to CMP.

b) Teacher Use of Resource Center as Part of Regular Classroom Activities

Guidance Counselors during the week of May 31, 1976 were asked to identify teachers who had used the resource center in their building as a regular part of classroom activities.

Candor

Mr. Edward Heslop identified the following teachers as having involved their students in the use of the resource center.

<u>Teacher</u>	<u>Subject</u>	<u># of Students</u>
Shirley Thompson	Home Economics	55
Burt White	English	60
Michael Sabol	English	80
Sarah Burke	Mathematics	48
Robert King	Industrial Arts	20

Odessa-Montour

Mr. Allan Sweet identified the following teachers as having borrowed resource center materials for classroom use or having involved students in the use of the center.

<u>Teacher</u>	<u>Subject</u>	<u># of Students</u>
Joyce Meskill	English	Borrowed materials for one month.
Phyllis Metz	English 8	Borrowed materials for a research unit.

Spencer-Van Etten

Mrs. Alice Pope identified the following teachers who had incorporated the resource center into classroom activities.

<u>Teacher</u>	<u>Subject</u>	<u># of Students</u>
Helen Riker	Introduction to Business	22
Theresa Hurlbert	Career Decision-Making	8th grade

c) Use of Resource Center in Selecting Courses for the Coming School Year

Mr. Allan Sweet of Odessa-Montour revised an activity previously developed by the project coordinator. The activity taught students to use the contents of the resource center in selecting next years courses. For a sample of Mr. Sweet's student worksheet, see Attachment #8.

d) GATB Test Interpretation and Use of Resource Center

In the process of interpreting GATB test results, students are introduced by counselors and teachers using the resource center by means of the student research worksheet developed by the project. (See Product #49 under 13. Dissemination Activities.) An example is Helen Riker at Spencer-Van Etten and her 22 Introduction to Business Students.

- B. Objective: The mean percentage of correct responses by the program students will be higher than those of non-program students by a statistically significant amount. (.05level) (Policy Studies in Education.)

Activities:

Two ten week courses and one set of occupationally oriented problems for Math 9, 10, and 11 are involved.

1. Vocational Decision Making - 7th Grade

A total of 111 students at Spencer-Van Etten have experienced this 10 week course in four ten week blocks. The course was developed by Mrs. Alice Pope (the building's guidance counselor) and has been taught by Mrs. Dorothy Pietala and Mrs. Theresa Hurlbert, teacher aids. Control group testing was done at Candor Central School District. Results are presented in Section II - Evaluation.

Mr. Edward Heslop at Candor is now doing a trial run of this course with a group of 16 students. Current teacher is Gwen Phleger. Current plans call for all seventh grade students at Candor to experience the course during 1976-1977.

2. Career Decision Making - 8th Grade

A total of 135 students have experienced this 10 week course at Spencer-Van Etten in four 10 week blocks. Developer is Mrs. Alice Pope and teachers have been Dorothy Pietala and Theresa Hurlbert. Control group testing done at Candor Central School District. Results are presented in Section II - Evaluation.

3. Occupationally Oriented Problems for Math 9, 10, and 11.

Students in Mr. Dale Potter's Math 9, 10, and 11 classes have experienced these math problems. Mr. Potter is the developer of the problems. Control group testing was done at Candor and Odessa-Montour. The goal of evaluating this activity was to determine whether or not the addition/infusion of occupationally oriented problems into the existing courses would make any difference in the achievement of skills learned. Teachers coming into contact with career education frequently feel that such is an add-on to an already overburdened curriculum. It is anticipated, that if there is no difference between the control group and experimental groups, then the frequently expressed teacher fear is groundless.

Control group testing has been done at Candor and Odessa-Montour. Results are presented in Section II - Evaluation. The above objective for the set of math problems needs revision.

III. COMMUNITY

- A. Objective: 50 community businessmen, industry workers, tradesmen and professionals will spend two hours each discussing their careers with the districts' teachers and offer their places of business for site visits. (Policy Studies in Education.)

Activities:

The above community objective interlocks with teacher objective B, on page 4, and was slightly revised during the year's operations. The activities used to accomplish teacher objective B were the same to accomplish the above community with one additional factor - individual teacher initiative. For results see Section II - Evaluation.

10. PROJECT PARTICIPANTS

(See following page.)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI- CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)						2,320					
MIDDLE/JUNIOR HIGH (7-9)						1,064					
SENIOR HIGH (10-12)						992					
2-YEAR COLLEGE						-----					
4-YEAR COLLEGE						-----					
ADULTS (non-matriculated)						-----					
SUB-TOTAL						4,376					
EDUCATIONAL PERSONNEL						217					
TEACHERS											
COUNSELORS						4					
ADMINISTRATORS						10					
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY						131					
PARENTS						N/A					
OTHER (specify)											
TOTAL						4,738					

11. EVALUATION

in addition to the specific evaluation activities described under 9. Major Activities, a major evaluation of the projects' activities was conducted during March 1976 by means of a Professional Staff Questionnaire. For a copy of the questionnaire see Attachment #9.

The questionnaire originally done and supplied by Carol Aslanian of Policy Studies in Education was revised by the project coordinator for the purpose of gathering data on the projects' meeting its' objectives which were set during the summer and fall of 1975. The detailed results of the questionnaire responded to by 88.7% of the professional staff in three districts, are contained in "Staff Talk About Career Education." See Attachment #10.

The results reported below are from Staff Talk About Career Education which was completed on 3/29/76. In addition, this final report has attempted to detail persons, places and activities should Policy Studies in Education desire to conduct additional evaluation activities for the N.Y. State Education Department Consortia for Career Education.

I. TEACHER OBJECTIVES

- A. Objective: 100 teachers will teach at least one lesson which includes a career education emphasis during the year.

Results: 154 teachers reported they had done such. (Staff Question #1.)

- B. Objective: 100 teachers will gain knowledge of two different careers and will establish two community contacts as resource persons for career education classroom activities.

Results: 86 teachers stated that during the 1975-76 school year they gained an awareness and some knowledge of at least two occupations associated with what they teach. (Staff Question #2.)

25 teachers said that they had established at least two community contacts as resource persons for career education classroom activities. (Staff Question #3.)

56 teachers stated they had used one or more resource persons as part of classroom activities during 1975-76. A total of 106 resource persons were used. (Staff Question #9.)

48 teachers stated that they had taken students on one or more field trips during 1975-76. A total of 119 field trips were taken. (Staff Question #10.)

33 teachers participated in the four sessions of The Conversation Series held during March 1976. See Attachment # 4.

- C. Objective: 75% of all guidance counselors will be able to explain (in one paragraph) the value of aptitude tests such as the General Aptitude Test Battery and the Career Awareness Inventory, will administer these tests at the grade levels suggested by the tests' developers, and will explain the results to student teachers.

Results

1. Explain in one paragraph. Results dependent on activity of Policy Studies in Education.
2. 50% of the four guidance counselors have administered the GATB to a total of 164 students. Another counselor collaborated with project staff in the administration of the GATB to 105 students.
3. 50% of the four counselors participated in interpretation sessions for teachers, namely, Mrs. Alice Pope (Spencer-Van Etten) and Mr. Edward Heslop (Candor).

The Career Awareness Inventory was not administered by guidance counselors but by 4 teachers in consultation with project staff. Wide scale administration of the CAI was abandoned.

II. STUDENTS

- A. Objective: On the average, 20 students per week will visit the new career education resource center at Spencer-Van Etten High School to look at available materials and talk to staff.

Results

1. Preliminary results as of 3/29/76 indicated that average attendance per week for 21 weeks was 15. Final evaluation of objective is dependent on Policy Studies in Education who possess the student attendance sheets for April-June 1976. See Appendix B of Attachment #9 for additional details.
- B. Objective: The mean percentage of correct responses by the program students will be higher than those of non-program students by a statistically significant amount (.05 level).

Results

1. Vocational Decision Making - 7th Grade
The results were significant at the .01 level. For details see Attachment #11: Policy Studies Memorandum of 12/19/75.
2. Career Decision Making - 8th Grade
The results were significant at the .01 level. For details see Attachment #11.
3. Occupationally Oriented Problems for Math 9, 10 and 11
Final results dependent on work of Policy Studies in Education. Final testing of control and experimental groups has been done by project and transmitted to PSE. Evaluation objective needs revision as explained under Major Activities on page 9. (Tests transmitted to PSE on June 10, 1976.)

III. COMMUNITY

- A. Objective: 50 community businessmen, industry workers, tradesmen, and professionals will spend two hours each discussing their careers with the districts' teachers and offer their places of business for site visits.

Results

The above objective interlocks with Teacher Objective B. and was met indirectly.

106 resource persons were utilized by 56 teachers as of 3/29/76. (Staff Question #9.)

119 field trips were taken by 48 teachers as of 3/29/76. (Staff Question # 10.)

5 community persons provided their services to The Conversation Series.

12. ANTICIPATED CHANGES OR PROBLEMS

None except for Student Objective B evaluation of Occupationally Oriented Problems for Math 9, 10 and 11. Explanation on page 9.

13. DISSEMINATION ACTIVITIES

1. Presentations By Project Coordinator Outside the Project.

- a) October 2, 1975
Owego-Appalachian Central School District Superintendents Day. Keynote speaker and workshop.
- b) February 10, 1976
Presentation to administrators and Assistant Superintendents for Instruction who are members of the component schools of the Broome-Delaware-Tioga BOCES.
- c) March 1, 1976
Workshop for four school districts' at Chenango Forks Central School.
- d) March 25, 1976
7-12 faculty of Horseheads Central School District.
- e) March 31 - April 2, 1976
Humanities Conference at Concord. Display, materials and individual questions.
- f) April 7, 1976
Sam Corsi's Regional Presentation - Suffolk County.
March 16, 1976
Sam Corsi's Regional Presentation at Binghamton NY Treadway Inn.
March 8, 1976
Sam Corsi's Regional Presentation at Syracuse NY.
- g) April 30, 1976
Presentation of concept of infusion to Groton Central School District for 7-12 faculty.
- h) May 5, 1976
"What Career Education Is and Is Not," presentation to participants of Career Ed. Workshop sponsored by Earle Spaar of Broome-Delaware-Tioga BOCES.

i) May 24, 1976

Presentation at Sam Corsi's Regional Workshop at Plattsburg BOCES.

2. PRODUCTS DEVELOPED AND DISSEMINATED SINCE JULY 1, 1975.

Dissemination has occurred both inside and outside the project.

<u>#</u>	<u>Date</u>	<u>Product</u>
1.	8/25/75	<u>Title:</u> "Do you like to help people?" <u>Description:</u> A poster highlighting occupations associated with helping people. <u>Use:</u> Resource Center.
2.	9/75	<u>Title:</u> U.S.O.E. Career Education Objectives in Terms of Student Outcome Statements <u>Description:</u> A poster highlighting the goals of career education. <u>Use:</u> For display as part of Roving Resource Center.
3.	9/75	<u>Title:</u> "You Become Your Job!" <u>Description:</u> A poster which used obituary notices which described persons in terms of their occupations. <u>Use:</u> Motivational Poster - use of resource center.
4.	9/75	<u>Title:</u> Maria Archer's First Grade Class Responds To: "What is Work?" <u>Description:</u> A poster which reported the results of Maria's brainstorming with her students an answer to to the question. <u>Use:</u> Part of Roving Resource Center.
5.	9/75	<u>Title:</u> You Don't Fall into Luck, you climb into it. <u>Description:</u> A poster. <u>Use:</u> Motivational poster to encourage use of resource center.
6.	9/75	<u>Title:</u> Guidance and Counseling Resource Center Motivational Posters <u>Description:</u> A series of six posters designed to encourage use of resource centers. Details are contained in later publication, "Guidance and Counseling Resource Centers a la Career Education." (1/76) <u>Use:</u> For display throughout 7-12 buildings to encourage use of resource centers.
7.	9/75	<u>Title:</u> Career Education a la Funny Bone. <u>Description:</u> A series of posters which used cartoons from various sources to illustrate U.S.O.E. Career Education Objectives in Terms of Student Outcome Statements. <u>Use:</u> To illustrate for teachers various instructional goals of career education. Used as part of Roving Resource Center Display. The following are titles of of some of the posters: 1) Adult Work-School Work

Comparisons, 2) Ways of Valuing the Individual and His/Her Work, and 3) The Work Week - To Work is a Joy? a burden? some of both? A series of thirty two posters were developed.

8. 9/14/75 Title: Elaine Errigo Presents A Way of Infusing Reading Skills and Career Education Concepts.
Description: A three-panel poster illustrating the development of comprehension questions based on occupational briefs in the Occupational Outlook Handbook.
Use: To present a sample of how OOH briefs could be rewritten to teach reading skills. An order form accompanied the poster so that teachers could order copies. Copies were distributed to Sandra Mallula and Elsie Mallet both of Spencer-Van Etten.
9. 9/16/75 Title: June Muldner Presents "A Lesson on Dictionary Skills with a Career Education Emphasis."
Description: A poster illustrating a method of teaching dictionary skills with a career education emphasis.
Use: As part of Roving Resource Center display. Display of the poster led to the development of the product described below.
10. 9/75 Title: Teaching Dictionary Skills and Career Education- An Infusion.
Description: Five themes are used in teaching dictionary skills: 1) words which describe personal qualities and abilities; 2) words which describe work habits; 3) words which are either the name of an occupation or a field of work; 4) words which describe the reward given for work or express the value of the work done; and 5) words which describe the educational requirements associated with work roles. The American Heritage Dictionary was used as a base by developers, Sandra Heslop, June Muldner, and Sandra Mallula. (12 page booklet.)
11. 9/16/75 Title: Virginia Ousterout Presents: "A Learning Center- Decision Making."
Description: A seven panel poster which detailed a learning center for teaching decision making, grade 5.
Use: As part of Roving Resource Center display. An order form accompanied the poster. Details of teacher orders are in Roving Resource Center Report.
12. 9/19/75 Title: "Growing Up Would Be Simple, Chuck, If Our Parents Hadn't Made So Many Mistakes They Didn't Want Us To Make."
Description: A poster advertising the availability of three send home self-awareness notes developed and reproduced by project staff. Notes: 1) Happy-O-Gram, 2) Did You know that..., 3) I am happy to tell you that....
Use: Notes designed for use at K-6 level to provide

teachers with a method of providing positive reinforcement of self-concept and skills learned. Details of teacher orders in Roving Resource Center Report.

13. 9/75 Title: "Wanted: Individuals Who Like Their Work."
Description: A poster emphasizing job satisfaction and some ingredients of same, namely, ability to do the work. Poster served as introduction to 20 posters in The Ability Series.
Use: Used in three Guidance and Counseling Resource Centers to introduce The Ability Series which formed The Abilities Wall.
14. 9/23/75 Title: Do you receive compliments about your ability to get along with others and your pleasing personality? (The Ability Series #7.)
Description: A poster highlighting occupations associated with the abilities described above.
Use: Used in three Guidance & Counseling Resource Centers.
15. 9/75 Title: Career Flashcards. K-6 by Diane Carey.
Description: A series of 20 flashcards highlighting occupations.
Use: Part of Roving Resource Center display with provisions made for teacher orders. Details of orders placed is in Roving Resource Center Report.
16. 9/75 Title: Room Workers, K-3 by June Schmitt.
Description: This seventeen page curriculum unit was made up in poster form to advertise availability.
Use: As part of Roving Resource Center Display. Details of orders placed is in Roving Resource Center Report.
17. 9/75 Title: Dr. Linus, Veterinarian, K-3 by June Schmitt.
Description: An illustrated one page reading selection whose goal is to familiarize students with the occupation of a veterinarian. Three additional pages include; vocabulary words, comprehension question, and values.
Use: Reading selection developed into a poster to advertise availability of same. Details of orders placed are in Roving Resource Center Report.
18. 9/75 Title: A Learning Activity on the Child's Interests, Grade 3, by Eleanor Hamilton.
Description: A one panel poster illustrating the above learning activity and advertising availability of same.
Use: Used as part of Roving Resource Center display.

19. 9/75 Title: Keeping a Diary, Grade 3, by Eleanor Hamilton.
Description: A one panel poster illustrating the above learning activity and availability of same.
Use: Used as part of Roving Resource Center display.
20. 9/75 Title: Children in the News, Grade 3, by Eleanor Hamilton.
Description: A one panel poster illustrating development of self-awareness and newspaper clippings.
Use: A one panel poster illustrating the above activity and advertising availability of same from the RRC.
21. 9/75 Title: Personal Qualities: Self-Awareness/Career Awareness Activity for Physical Education, Grades 4-6 by Patricia Schanz.
Description: An eleven page curriculum unit whose goals include: increased self-awareness of personal qualities, opportunities for decision-making, awareness of work values, and work habits.
Use: Developed for classroom use. Distributed to Lawrence Hines of Candor C.S.D. and Marian Wilcox of Spencer-Van Etten C.S.D.
22. 9/75 Title: George Goes to the Hospital, Grades 4-6, by Barbara Olney.
Description: Written by a public health nurse, this is a story of George who breaks his leg and has to go to the hospital. Woven throughout the story are all those persons whose work in anyway, are concerned with George. Includes a glossary: "What People in the Story Do." (15 pages).
Use: Used as part of Roving Resource Center and distributed to the following school nurses: Lois Balandor, in Candor, and Jean Van Riper, Van Etten Elementary.
23. 9/75 Title: Theatre Occupations in Career Education, Grades 4-6, by Pat Vestal.
Description: The lessons start by introducing the student to basic terms and occupations associated with the theatre. This is accomplished through brainstorming and locating words in a dictionary. After students have acquired a general knowledge of the theatre provision is made for a field trip to a nearby university with a theatre department and observation of specific occupations. Once students are familiar with the workings of a theatre their interests and abilities can be applied to specific occupations. This is developed by student participation, occupational briefs, and the use of interviewing skills. The culminating activity is in having the students effectively execute a "play within a play" dealing with the occupations found in the theatre. The outline of the play is described and the content could be developed from this and student participation in the actual writing of the play. (19 pages.)
Use: Used as part of Roving Resource Center. Distributed to Barbara Kinner of Spencer - Van Etten.

24. 10/75 Title: Twelve Self-Directed Learning Activity Cards. (12x18")
Descriptions: A series of posters advertising 12 activities that could be done in the Guidance & Counseling Resource Center.
Use: Used in the three high school Guidance and Counseling Resource Centers.
25. 10/20/75 Title: "I'll show them who's boss." The Ability Series #20.
Description: A poster highlighting occupations associated with competitiveness.
Use: Used in three Guidance & Counseling Resource Centers as part of The Abilities Wall.
26. 10/26/75 Title: Do You Enjoy Math? Do You Know Where You Can Apply Your Ability? (The Abilities Series # 2).
Description: A four panel poster based on the numerical aptitude scale of the GATB.
Use: Used in Guidance and Counseling Resource Center as part of The Abilities Wall. Distributed to all 7-12 Mathematics teachers in three districts.
27. 10/27/75 Title: Do you have something called verbal aptitude? The Ability Series #1.
Description: A four panel poster based on GATB Verbal Aptitude delineation. Poster highlights those occupations requiring verbal aptitude for success.
Use: Used in Guidance and Counseling Resource Center as part of the Abilities Wall. Also distributed to all 7-12 English Teachers in the three districts.
28. 10/28/75 Title: What do you want out of life?
Description: A value survey is presented based on a newspaper story in The Binghamton Press.
Use: Used as part of Roving Resource Center display.
29. 10/75 Title: Is Your Future in Your Hands? (Ability series #4)
Description: A poster which highlights occupations which generally require manual skills.
Use: As part of the Abilities Wall in three guidance and counseling resource centers.
30. 10/75 Title: Sometimes you almost feel you know what its' all about. The abilities series #5.
Description: A poster highlighting occupations which require the ability to work with ideas and solve problems.
Use: As part of the Ability Wall in three guidance and counseling resource centers.
31. 10/75 Title: But I'm only trying to help you. Ability Series # 6.
Description: A poster detailing occupations whose work involves helping people.
Use: Used as part of the Abilities Wall in three guidance

and counseling resource center.

32. 10/75 Title: Have you enjoyed making things in Art, Science, Industrial Arts or your free time? Ability Series #8.
Description: Highlights occupations where you're able to see the results of one's work.
Use: Used as part of The Abilities Wall in three guidance and counseling resource centers.
33. 10/75 Title: Everyone has a right to his own opinion. Would you like to work where you're able to use your own ideas? Ability series #9.
Description: Highlights occupations where the individual has an opportunity for self-expression - the freedom to use one's own ideas.
Use: Used as part of The Abilities Wall in three Guidance and counseling resource centers.
34. 11/75 Title: Why Young People Fail to Get and Hold Jobs.
Description: A four panel poster based on N.Y. State Department of Labor booklet of same title.
Use: Used as part of three guidance and counseling resource center displays.
35. 11/75 Title: The 40's File of Occupational Information.
Description: A three panel poster which highlights the contents of the occupational information file in the guidance and counseling resource center and the corresponding Dewey Decimal Code for information which might be found in the school library.
Use: Used: 1) in all three guidance and counseling resource centers, 2) in 3 secondary school libraries, and 3) in four elementary school libraries.
36. 11/75 Title: Have you enjoyed doing independent school projects? The ability series #11.
Description: A poster which emphasizes occupations where the ability to work independently is required.
Use: As part of the Abilities Wall in three guidance and counseling resource centers.
37. 11/75 Title: A Peugeot isn't a Peugeot until its' passed 46,000 inspections. Ability series #12.
Description: A poster emphasizing those occupations where the ability to accept supervision and correction is required.
Use: As part of the Abilities Wall in three guidance and counseling resource centers.
38. 11/75 Title: Snoopy wants to see you in his office. Ability series # 13.
Description: A poster highlighting occupations where the ability to direct the activities of others is required.
Use: As part of the Abilities Wall in three guidance and counseling resource centers.

39. 11/75 Title: Rain, rain, go away or forget it. Ability series # 14.
Description: Occupations which require the ability to tolerate varying weather conditions are highlighted on this poster.
Use: As part of the Abilities Wall in three guidance and counseling resource centers.
40. 11/75 Title: Your report card. Ability Series #15.
Description: The ability to make key decisions and to possess a high level of responsibility are highlighted on this poster which cites many occupations.
Use: As part of the Abilities Wall in three guidance and counseling resource centers.
41. 11/75 Title: Are you in physical condition? Ability Series # 16.
Description: Occupations requiring physical stamina are highlighted on this poster.
Use: As part of the Abilities Wall in three guidance and counseling resource centers.
42. 11/75 Title: I thought you wanted us to go into detail. Ability series # 17.
Description: The ability to work with details is highlighted on this poster by emphasizing occupations which require same.
Use: As part of the abilities wall in three guidance and counseling resource centers.
43. 11/75 Title: Some occupations require the ability to keep on truckin'. The ability series #18.
Description: Occupations which require the ability to perform the same task on a continuing basis are highlighted on this poster.
Use: As part of the Abilities Wall in three guidance and counseling resource centers.
44. 12/75 Title: Occupations Associated with the N.Y. State Education Department Earth Science Syllabus by Allan Matthews and Donald Tackley.
Description: A curriculum guide developed to foster an infused approach to awareness of occupations associated with the subject matter content of Earth Science.
Use: Distributed to Earth Science teachers in the three districts.
45. 12/75 Title: Students who study Earth Science sometimes become aware of _____ as an occupation.
Description: A poster based on the above entry. Cite occupations associated with Earth Science.
Use: Distributed to 1) three Earth Science teachers, and 2) three guidance-counseling resource centers.

46. 12/11/75 Title: Occupations Requiring Verbal Aptitude for Success.
Description: A booklet delineating occupations which require verbal aptitude for success. Booklet is based on the verbal aptitude scale of the GATB.
Use: Booklet was used at 12/10/75 workshop for English teachers and guidance counselors.
47. 12/10/75 Title: Verbal Aptitude Occupational Research Worksheet.
Description: A step by step process for researching occupations requiring verbal aptitude. Student worksheet is based on above entry.
Use: Worksheet was distributed to following English teachers:
- | <u>Teacher</u> | <u>School District</u> | <u>Quantity</u> |
|----------------|------------------------|-----------------|
| Michael Sabol | Candor | 150 |
| Joyce Meskill | Odessa-Montour | 100 |
| Patricia Rice | Spencer - Van Etten | 35 |
48. 1/76 Title: Update.
Description: An 8 pg. newsletter which updated professional staff on career education activities in the three districts.
Use: Disseminated to all professional staff and Board of Education members.
49. 1/76 Title: Horizons - Student Occupational Research Worksheet.
Description: A step by step process for investigating an occupation. Process is based on materials available in Guidance and Counseling resource centers in the three districts.
Use: 1500 copies printed and disseminated to guidance counselors and teachers in the three districts.
50. 1/76 Title: Guidance and counseling resource centers a la career education.
Description: A book which details the establishment of three career education resource centers. Present goals, organizational methods and materials.
Use: As a handbook for local guidance counselors and as a model for others wishing to establish same.
51. 1/76 Title: Career Education Materials
Description: A 27 page booklet which lists and describes the curriculum and reference materials developed by the project since 11/72. 1,000 copies printed.
Use: Disseminated to all professional staff and Board of Education members to emphasize what had been developed since 1972. Also used in Sam Corsi's regional dissemination workshops.

52. 1/76 Title: Average Poem Survey Results.
Three editions were prepared: Candor,
Odessa-Montour, and combined Candor/
Odessa-Montour.
Description: These booklets detailed the results
of a survey of 519 students (9-12). The purpose
of the survey was to demonstrate student need for
career education. Self and occupational awareness
were the themes of this needs assessment.
Use: Disseminated to all 7-12 professional staff
and Board of Education members in the three dis-
tricts to demonstrate local need for career educa-
tion. Also widely disseminated outside the project.
53. 1/26/76 Title: Students who study Math 10 and Chemistry...
Description: A poster based on a feature story
in The Binghamton Press which emphasizes a local
resource person appropriate to Chemistry and Math 10.
Use: Disseminated to 3 Math 10 teachers, 3 Chemis-
try teachers and 3 guidance and counseling resource
centers.
54. 1/30/76 Title: How to Complete Job Application Forms.
Description: An 8 page poster size booklet whose goal
is described in the title.
Use: Disseminated to 3 guidance and counseling
resource centers, 5 english teachers and 1 business
and office education teacher.
55. 1/30/76 Title: Some Typical Jobs at IBM Owego NY.
Description: A poster which details some typical
occupations which exist at IBM Owego NY.
Use: Disseminated to two guidance-counseling
resource centers.
56. 2/76 Title: What do Space, Math 10 and Geometry Have
in Common? Ability series #3.
Description: A four panel poster based on the spatial
aptitude scale of the GATB. Poster highlights occupa-
tions where spatial aptitude is required for success.
Use: As part of the Abilities Wall in three Guidance &
Counseling resource centers. Posters also disseminated
to the following Math 10 teachers: Merrill Barnett,
in Candor; Vincent Evans (Odessa-Montour), and Dale
Potter (Spencer-Van Etten.)
57. 2/17/76 Title: Chemistry - Occupational Horizons Series.
Description: A 30 page booklet which presents de-
tailed information on the following occupations:
chemistry, food scientist
food processing technician
chemical technician
Use: Disseminated to the following: Carl Kanoff,
and Gene Whitney (Science - Candor), Don Miller and
Lynne Fishbach (Science - Spencer-Van Etten), Gerry

Crosley and Sue Norman (Science - Odessa-Montour), Guidance counselors in three school districts, and the following Home Economic teachers: Shirley Thompson (Candor), Jean Stevenson (O-M), and Marilyn Parks (Spencer-Van Etten).

58. 2/76 Title: Commercial Artists - Occupational Horizons Series
Description: A booklet which presents detailed information about the occupation cited above.
Use: Distributed to three guidance counselors and three art teachers.
59. 2/76 Title: Designers - Occupational Horizons Series
Description: Interior designers, industrial designers, floral designers are all described in detail in this booklet.
Use: Booklet disseminated to all guidance counselors, Art and Home Economic Teachers and Industrial Arts teachers in three districts. (12 copies.)
60. 2/76 Title: Legal Assistant - An Emerging Field - Occupational Horizon Series
Description: A five page booklet presenting information about Legal Assistants.
Use: Disseminated to all guidance counselors and Social Studies teachers. (25 copies.)
61. 2/19/76 Title: Landscape Architects - Occupational Horizon Series
Description: A detailed presentation of Landscape architecture prepared for Art, Biology and Mechanical Drawing teachers and guidance counselors.
Use: Booklet was disseminated to the following: Joanne Goulart, Terry Collins, Spencer Hunt, and Edward Heslop of Candor; Mrs. Paulovich, Joan Weston, Alice Pope of Spencer Van Etten; and William Gill and Allan Sweet of Odessa-Montour.
62. 2/19/76 Title: A Day at the Bank
Description: A six page poster size booklet which used a feature story from the Binghamton Press to describe a day at the bank and all the occupations involved.
Use: Preparation for field trip. Disseminated to four elementary buildings, three guidance counselors, and the following teachers: Jill Panzer (8th grade Math - Candor), Wayne Crawford (Business and Office in Candor), Nelson Beebe (7th and 8th grade Math - Odessa-Montour), Dorothy Jordon (Business and Office - Odessa Montour), Robert Collins (7th and 8th grade Math - Spencer Van Etten), Helen Riker (Business and Office - Spencer Van Etten.)

63. 2/24/76 Title: Displaymen and Window Trimmers - Occupational Horizons Series.
Description: A booklet presenting detailed information on the occupation.
Use: Disseminated to Art teachers and Guidance Counselors: Joanne Goulart and Edward Heslop of Candor; William Gill and Allan Sweet of Odessa-Montour; Mrs. Ingersoll, Mrs. Pavlovich, and Mrs. Alice Pope of Spencer - Van Etten.
64. 3/2/76 Title: Librarians - Occupational Horizons Series.
Description: A detailed presentation of the field of library science.
Use: Prepared for workshop for: 1) librarians on 3/3/76; 2) all guidance counselors, and 3) five English teachers.
65. 3/5/76 Title: Look Series - Career Education Highlight Strips for Librarians and English Teachers.
Description: Strips which highlight where in the library a student might find information about various occupations.
Use: Disseminated to school libraries in seven buildings.
66. 3/5/76 Title: Health Physics.
Description: A 8 1/2 x 14" poster presenting information about the occupation of Health Physicist.
Use: Disseminated to the following Physics teachers: Gene Whitney (Candor), Chris Bond (Odessa-Montour), and Richard Haig (Spencer-Van Etten.)
67. 3/5/76 Title: Pen Elec Company.
Description: A booklet prepared for teachers of grades 4-6 when teaching about electricity. The booklet consists of reading selections which describe twenty occupations at an electric company and an overall view of Occupations in the Electric Power Industry.
Use: Twenty-one teachers in three districts ordered copies of the booklet as an aid in teaching about electricity.
68. 3/5/76 Title: Public Relations - Sports.
Description: A 8 1/2 x 14" poster based on a newspaper feature story describing a woman in the above field.
Use: Poster distributed to 3 guidance counselors and to six physical education teachers.

69. 3/5/76 Title: Fantasy is Business to Inventors in Tier.
Description: A 8 1/2 x 14" poster based on a feature story in The Binghamton Press of 2/11/76 which describes the work of three inventors in the Southern tier region.
Use: Routed to elementary teachers:
5 science 4-6; 5 science 7-12; and 3 guidance counselors.
70. 3/5/76 Title: Craft lives on in Chenango Barn.
Description: A poster highlighting the profession of making antique keyboard musical instruments. Poster based on feature story in Binghamton Press of 2/22/76, which describes work of a 23-year-old college graduate who majored in music.
Use: Routed to Industrial arts woodshop, 3 teachers; 5 music teachers; and 3 guidance counselors.
71. 4/76 Title: Live Talent Livens Area Night Life.
Description: Poster highlights ins and outs of being an instrumental musician, in the southern tier. Based on a feature story in Binghamton Press of 1/30/76.
Use: Routed to 3 music teachers and 3 guidance counselors.
72. 5/76 Title: What Do Students Know About Where to Go to Look for Jobs and the Skills Needed in Getting Jobs.
Description: A 73 page booklet which presents the results of a needs assessment of 195 seniors in three school districts. Included are: the needs assessment instrument, the results, instructional materials to meet student needs and the responses of 23 employers to selected survey-test items. Needs assessment conducted during 3/76.
Use: The booklet was prepared for English teachers and guidance counselors to assist them in the development of learning activities.
73. 5/21/76 Title: The Maybe Book, Reading Selections and Worksheets for Students in Grades 4-6 by Mary Knapp and others.
Description: This is a 233 page book which contains: 1) Occupational Reading selections based on interviews with fifty persons; 2) Clozure Reading Skills Worksheets based on the selections; 3) Comprehension Questions; and 4) Teacher Reference Material.
Use: Routed to Elementary teachers grades 4-6 and others. (40 copies.)

74.

5/27/76

Title: Correlations of the Intermediate Objectives (for Reading, Language Arts, Math, Social Studies, Science, and Social and Academic Attitudes;) and a Cross Section of Related Occupations.

Description: A planning guide which delineates the Skills in a given subject matter area with who uses such occupationally.

Use: Distributed to each elementary principal as a planning guide for use with his/her faculty.

3. UPDATE ON WHAT'S HAPPENIN'

A newsletter (1/76) which updated staff members and Board of Education members on project activities. See Attachment 12 for Sample.

4. CAREER EDUCATION MATERIALS

A directory of available career education materials. 1,000 copies printed - 300 were used in the project and 700 outside the project at regional presentations.

5. NEWSPAPERS

A feature story in The Binghamton Press on January, 1976 emphasized the use of Career Education Resource Centers. See Attachment # 13.

14. SPECIAL ACTIVITIES

1. Needs Assessment Instruments Developed

Two needs assessment instruments were developed, used and the results fed back to all concerned within the project and to interested persons outside the project. These instruments were developed to facilitate Teacher Objective A.

2. Future Needs Identified

The occasion of the Professional Staff Questionnaire provided an opportunity to identify the future developmental needs of professional staff in terms of career education. Part Three of Staff Talk About Career Education presents the details. See Attachment #10.

3. Operation Feedback and Farewell

An 8 page booklet was prepared to place the project in perspective and to provide feedback on the results of The Professional Staff Questionnaire of March 1976. See Attachment #14.

DST/6/11/76

Evaluation Report

Rural Districts

RURAL DISTRICTS

Located in the Southern Tier of New York, the Rural Districts' Career Concept Focus Plan serves three small rural school districts. Those districts are the Candor Central School District, Odessa-Montour Central School District, and Spencer-Van Etten Central School District. The New York State Consortium for Career Education funded this Project at \$35,000, and some local funds were also provided.

The Project Director and his staff traveled throughout these schools to offer their services, advice, and career education curriculum materials to interested teachers. Staff development exercises further acquainted teachers with career education opportunities and options. A career education resource center was also a major focus of the Project.

During the first week of August, PSE staff met with the Project Director for a review of his Project and a brief explanation of his quite numerous Project-developed career education curriculum materials. Of the six objectives which were agreed to early in the school year, PSE chose four for complete evaluation. The first-rate cooperation of the Project Director was of great help to us in these evaluation activities. In addition, the Project Director himself completed evaluation activities for the remaining two objectives (one for guidance counselors and one for the community). These results may be found in the final Project Performance Report for the Rural Districts' Career Concept Focus Plan.

The discussion of the four objectives PSE evaluated (two for teachers and two for students), the Project Director's program plan for accomplishing them, and PSE's matching evaluation plan to assess Project accomplishments follow.

RURAL DISTRICTS

TEACHER OBJECTIVE

OBJECTIVE

100 teachers will teach at least one lesson which includes a career education emphasis during the year.

PROGRAM PLAN

Target Population. 100 of the 231 teachers in the 3 districts

Activity. Discuss plans and examine sample career education curriculum materials with the Project Director who will travel from school to school with a supply of resources; develop curriculum materials (by submitting own proposal or by the request of the Project staff); participate in staff development activities organized by the Project Director, Executive Committee, and administrators

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Teachers' statements

Sample Size. All teachers

Instrument. Questionnaire

Time(s) of Administration. Winter

RURAL DISTRICTS
TEACHER OBJECTIVE

OBJECTIVE

100 teachers will gain knowledge of 2 different careers and will establish 2 community contacts as resource persons for career education classroom activities.

PROGRAM PLAN

Target Population. 100 of the 231 teachers in the 3 districts

Activity. Participate in a "Conversation Series" fair (informal discussions and site visits which bring together local tradesmen, businessmen, and professionals with teachers)

Timeline. October '75-June '76

EVALUATION PLAN

Data and Data Source. Teachers' testimony

Sample Size. All teachers

Instrument. Questionnaire

Time(s) of Administration. Winter

RURAL DISTRICTS TEACHER OBJECTIVES

In order to measure teachers' use of career education concepts and activities in their classroom instruction as well as their basic knowledge about career education, PSE developed a questionnaire which was really to be used on a Consortium-wide basis. However, this questionnaire (New York State Consortium for Career Education Questionnaire for Professional Staff Members) was put to very good use in the Rural Districts. PSE piloted the instrument in the Consortium Projects and then reduced the original lengthy version to a final version which contained the most important and effective questions. A copy of the questionnaire, as modified by this Project Director for use in the Rural Districts, appears in the Appendix of this report.

Findings

The Project Director with the help of his staff tabulated the completed 205 staff questionnaires and then analyzed the results. PSE feels that the analysis he performed is excellent and comprehensive, and there is no need to do more than he already has. We, therefore, refer the reader to his March report, Staff Talk About Career Education, for complete and detailed information. We will only highlight his findings regarding these two objectives here.

The Project easily met its first goal of encouraging 100 teachers to teach at least one career education infused lesson during the year. In fact, 154 teachers in the three districts responded that they had taught a lesson which included a career education emphasis. The data also revealed that only approximately 28% of the total three-district faculty carried out career education activities with the students they taught or advised or with the teachers under their supervision on at least a monthly basis.

These two findings taken together show that, while many of the teachers have been willing to try career education once or twice, enough support has not been built up for career education activities to take place on a daily basis in these schools. The interest seems to be there, but more in-service workshops and support services must be provided for teachers to give them more knowledge about career education and to make implementation of it easier for them on a daily basis. The second objective set by the Project Director was an attempt to assess teachers' knowledge of different careers and their establishment of contacts in the community who could act as resource persons for them and help in conducting career education classroom activities for their students. Only 86% of the respondents indicated on the questionnaire that they felt they gained an awareness or knowledge of at least two occupations associated with the subjects they taught, thus meaning that this objective was not quite met. However, one of the prime sources of this knowledge was to have been the Conversation Series (informal discussions which bring together local business-industry-labor-professional-government workers with teachers in order to discuss their career field). Unfortunately, the Conversation Series was not able to be conducted until March, and therefore the teachers responding to this questionnaire may not have had time to feel the complete effect of these discussions. Expansion of this very popular Conversation Series might be considered in the coming year.

Only 25 of the respondents, however, were able to say that they had established two community contacts as resource persons for career education classroom activities. The discrepancy between this figure and the fact that almost 60% of the teachers felt that resource persons were important to include as part of their regular classroom activities is curious. In addition, in each of the last two school years, slightly more than 50 teachers were

bringing career resource people into the classroom to talk about their occupations; these teachers must have been relying on contacts made previously, since only 25 teachers made two more contacts this year. Once again, a basis of interest and support seems to be present in the Rural Districts for the use of career resource persons, but teachers must be encouraged to make new contacts and perhaps move outside of the most familiar and comfortable occupational areas. The Project Director in his March report has wisely suggested that perhaps an in-service workshop might be devoted to giving teachers time to interview potential career resource persons.

Again, for a most thorough and detailed analysis of questions which reflect the accomplishment of these two teacher objectives, the reader should refer to the Project Director's report, Staff Talk About Career Education.

RURAL DISTRICTS
STUDENT OBJECTIVE

OBJECTIVE

On the average, 20 students per week will visit the new career education resource center at Spencer-Van Etten High School to look at available materials or talk to the staff.

PROGRAM PLAN

Target Population. Students of Spencer-Van Etten High School

Activity. Respond to invitations by the resource center's staff to use the center; talk to the student aides in the center about the career education materials

Timeline. October '75-June '76

EVALUATION PLAN

Data and Data Source. Attendance ("guest list") figures collected by staff; testimony by head of resource center

Sample Size. All attendance lists; 1

Instrument. Attendance lists; telephone interview guide

Time(s) of Administration. October-April; Winter

RURAL DISTRICTS STUDENT OBJECTIVE

The Project Director was understandably interested in gathering data on student use of a new career education resource center at the Spencer-Van Etten High School. In order to facilitate this, PSE designed a record-keeping instrument which was approved by the Project Director early in the Project. PSE sent a notebook with many copies of these forms to the head of the career education resource center, and this notebook was placed on the table near the door of the center so that students could sign-out using this form. The form called for information on which students visited the center, the dates they came to the center, their grades, the length of time they spent in the center, the activities they completed or the materials they used, and the approximate number of visits they had made previously.

Secondly, PSE developed an interview guide to use with the head of the career education resource center in order to determine the center's effectiveness during its early period of operation. Information was gathered on student, teacher, and administrator reaction to the center, on the use of student aides in the center, and on publicity efforts of the center staff around the school.

A copy of the attendance form can be found in the Appendix of this report.

Findings

In the Project Director's March report, a fairly detailed analysis was performed on the attendance records of the career education resource center. Only a few more weeks of attendance forms were turned in after this analysis, thus bringing the total up to 23 weeks worth of completed forms. According to PSE's calculations, an average of 12 different students visited the center for each of these weeks. This figure does fall slightly

short of the goal of an average of 20 students visiting the center per week. However, it is particularly interesting to note that many of the students visited the center more than one time a week and certainly more than just one time during the school year. The average number of student visits made to the center per week is approximately 14.

The Project Director himself has commented on these findings in depth, and PSE fully concurs with them. He said, "The mere existence of a resource center is no guarantee of use by students. Resource centers are most effective when they are made a part of regular classroom activities. Seventh and eighth grade use of the center is due to the existence of the two ten-week guidance courses. One of the future needs is to acquaint the full faculty with the resource center and how it might aid each in their classroom activities." In addition, PSE might suggest that grade level orientations to the center be provided during the early weeks of September in order to show the students what is available to them and what is particularly appropriate for their grade level (e.g., college guidance information for twelfth graders). These orientations might be conducted by guidance counselors, the head of the resource center, or perhaps the student aides who have been working in the center.

When PSE staff interviewed the head of the resource center early in the year, she explained that the center was functioning well so far and hoped to improve it, of course, over the remainder of the school year. She commented that administrators had been very supportive of it and that teachers were cooperative, although not as noticeably enthusiastic about career education as she might have wished. This observation shows further need for the kind of faculty orientation to the center which the Project Director suggested.

The center seems to have been well publicized around the school with posters and by word-of-mouth. In addition, the student aides did five-minute

videotapes for English courses, and films on career education are shown in the center at lunchtime. The use of these films is a particularly good idea because they provide both entertainment and career education information for the students.

On the whole, the students seem to enjoy coming to the center. The career education activities and materials which were provided for them there were of good quality and of sufficient quantity. The booklet which the Project Director compiled, Guidance and Counseling Resource Centers à la Career Education, explains about this center in detail and might be used profitably as a manual for the creation of other career education resource centers.

RURAL DISTRICTS
STUDENT OBJECTIVE

OBJECTIVE

The mean percentage of correct responses by the program students will be higher than those of the non-program students by a statistically significant amount (.05 level) on tests created for 2 guidance-oriented courses and 3 career education infused math courses.

PROGRAM PLAN

Target Population. Approximately 125 7th and 125 8th graders; secondary level math students

Activity. Participate in the course work in class (2 guidance-oriented courses and 3 career education infused math courses)

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Student achievement on tests

Sample Size. 125 7th and 125 8th graders; 6 classes of secondary level math students

Instrument. Multiple choice paper and pencil tests

Time(s) of Administration. November; November and May

Design. Posttest only with controls; pretest-posttest with controls

RURAL DISTRICTS STUDENT OBJECTIVE

The Project Director identified three curriculum products which he thought were ready to be evaluated in terms of student learning. After reading and studying the curriculum, PSE developed tests for each of the products: "Vocational Decision-Making--A Course for Seventh Grade," "Career Decision Making for Grade Eight," and "Career-Oriented Problems for Secondary Mathematics" for grades 9, 10, and 11. For the first two guidance courses mentioned, a test for each course was piloted in two classes in Spencer-Van Etten. PSE used the results of this pilot testing to determine which questions were most suitable for the students involved and which would be most likely to discriminate between those students taking the course and those students not taking the course. The final versions of the two tests were packaged and sent both to the Project Director for distribution to the control group teachers and to the courses' coordinator for distribution to the program students. The two courses were taught in Spencer-Van Etten three times during the school year. PSE participated in student testing once for each course during the school year but was only able to collect posttest scores for both program and control students. A copy of each of these tests is included in the Appendix for this report.

PSE sent the three tests for the secondary mathematics course to the Project Director in the early weeks of the Project, and these tests were piloted in two classrooms at each grade level in Candor Central School District. The results of this pilot testing as well as the evaluative comments of the teacher who developed this product were useful in revising the tests. Following this work, the final forms of the ninth, tenth, and

eleventh grade tests were developed and sent to the Project Director for control group testing and to the mathematics teacher in the Spencer-Van Etten High School for experimental group testing. Both the control and experimental group pretesting did occur early in the school year; the posttesting took place at the end of the school year, and thus allowed ample time to show student growth. Copies of each of these math tests may be found in the Appendix of this report.

Findings for the Guidance Courses

The posttest results for the seventh and eighth grade guidance courses are presented in the table below. After tabulating the tests and doing a standard t-test, PSE has determined that the differences in scores between both grade levels' experimental and control group students were statistically significant at the .01 level, with the experimental students scoring higher. In other words, there is less than one chance in one hundred that the differences are attributable to chance alone. These results are indeed very significant.

It is particularly interesting to note that some of the items which discriminated best between the experimental and control group students were those concerned with self-concepts, self-knowledge, and values and how these things affect career choices. Thus, it seems that these two guidance courses are right on target.

Seventh Grade: $t = 5.16$ (significant at .01 level)

Group	Number of Students	Mean % Correct	Mean Score	Standard Deviation
Experimental	25	79%	24.0	3.5
Control	49	62%	19.1	4.1

Eighth Grade: $t = 4.14$ (significant at .01 level)

Group	Number of Students	Mean % Correct	Mean Score	Standard Deviation
Experimental	21	72%	25.2	3.9
Control	50	57%	19.9	5.3

Findings for the Career-Oriented Math Courses

The analytic procedures used to determine the significance of the pre-test-posttest results for the three math courses were quite complicated. The following paragraphs explain how the sample of students at each grade level for both the experimental and control groups was selected from the total number of students pretested and posttested.

At grade 9, twelve subjects in the experimental group had scores at both testing occasions, prior to the inception of the program and at its conclusion. From the larger number of subjects in the control group with both sets of scores, 24 were randomly selected to form the control group for the analysis. This provided proportionality between the groups and sufficient power for the analysis. At grade 10, all experimental and control subjects who had both scores were used in the analyses, for a sample size of 29 and 16, respectively. The following analytic procedures were used for each of the grades separately.

The regression coefficient was first found between the distribution of pre and post scores. For grade 9, it was 0.61, and for grade 10, it was 0.56. Since in both cases it was sufficiently below 1.00, a randomized groups analysis of covariance was done rather than an analysis of difference

scores in order to correct more precisely for initial standing. The analysis of covariance then addressed the question of whether there was a significant mean difference in number of correct responses between the experimental and control groups when the initial or pre-standing of the groups had been controlled.

In grade 11, only six experimental subjects had both pre- and post-program scores. The small group size did not permit a fair test of the hypothesis using the same analytic procedures. An additional three experimental subjects had post scores, for a total of nine subjects. From the control group of subjects, 18 subjects were selected to give the same distribution of pre-scores as the experimental group. Thus, equivalency of the two groups on initial standing was ensured. A t-test for independent groups was then performed on the means of the post scores of the experimental and control groups.

The two tables below present the data obtained in the statistical analysis of the grade 9 tests. As indicated, there was a significant difference between the mean scores of the experimental and control group students; however, the control group showed a significantly higher mean number of correct responses than did the experimental group, even after the scores were corrected for initial or pre-program standing. Unfortunately, practically speaking, these results mean that the students without the career education infused math course performed better on the tests than those students who had the benefit of the career education material which hopefully would have made the subject matter more relevant for the student, and in fact, easier to learn.

Analysis of Covariance
of Experimental and Control Groups in Grade 9

Source	df ¹	MS ²	F ³	Significance Level
Treatment	1	93.73		
Within	34	5.81	16.13	< .01
Total	35			

¹df is the degrees of freedom

²MS is the mean square

³F is the F value used to test for significance

Adjusted Post Means
of Experimental and Control Groups in Grade 9

Experimental	Control
7.70	11.57

The data analysis results are similar for grade 10 in that the control group students' adjusted mean score was higher than that of the experimental students but not significantly so. In other words, there is no statistically significant difference between the scores of these two groups of students. In brief, the career education ~~infused~~ math course has neither bettered nor worsened student performance at this grade level.

Analysis of Covariance
of Experimental and Control Groups in Grade 10

Source	df ¹	MS ²	F ³	Significance Level
Treatment	1	1.56		
Within	43	6.34	0.25	p > .25
Total	44			

¹df is the degrees of freedom

²MS is the mean square

³F is the F value used to test for significance

Adjusted Post Means
of Experimental and Control Groups in Grade 10

Experimental	Control
6.62	7.00

For the eleventh grade students, as discussed earlier, a t-test for independent groups was performed on the means of the posttest scores of the experimental and control groups. Here, the t value was not significant, thus indicating that there was no statistical significant difference between the test performances of the two groups. Once again, these results show that the career education infused math course neither helped nor hurt student performance on the specially developed test.

Means and Standard Deviations
of Experimental and Control Groups in Grade 11
and t-Test Results

Experimental	Control	t	Significance Level
$\bar{X} = 5.00$ s.d. = 2.06 n = 9	$\bar{X} = 4.78$ s.d. = 1.73 n = 18	0.41	p > .50

In summary, the statistical analyses of these three career-oriented math courses have not proved the courses to be of positive value for imparting career education information. The reasons for such results are not easily identified. One simple solution might be that the experimental group teacher (the one who developed the career-oriented math courses) is not emphasizing career education information enough during the school

year to make any positive difference in his students' test scores. This situation might be improved by asking the teacher to concentrate on career education information more frequently during the year.

While PSE feels that these test results are not favorable concerning the math courses, the Project Director has a different viewpoint. He explained in his final report that "teachers coming into contact with career education frequently feel that such is an add-on to an already overburdened curriculum. It is anticipated that if there is no difference between the control group and experimental groups, then the frequently expressed teacher fear is groundless."

Although this viewpoint would necessitate rewriting the current objective (as the Project Director plans to do), PSE would not recommend that approach. If career education simply did not hurt the math curriculum as opposed to making it better, there would certainly be opposition from teachers about including career education at all. Instead we feel that career education should be a plus to the math curriculum, and the Project should work on improving these courses so that the career education information in them becomes a real asset to the math program in Spencer-Van Etten.

Program Performance Report

Syracuse

PROJECT PERFORMANCE REPORTS

-
- | | | |
|-------------------|-----------------|---------------------|
| 1. Project Number | 2. Grant Number | 3. Nature of Report |
| 13:554 | 60552 | Final |
-
- | | |
|---|---|
| 4. Project Title | 5. Period Covered By This Report |
| New York State Consortium
for Career Education | From (Mo. Day, Yr.) To (Mo. Day, Yr.)
July 1, 1975 June 30, 1976 |
-
6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11)
- ☒ Incremental ☐ Settings ☐ Populations ☐ Training ☐ Communication ☐ St. Plan
-
7. Name of Project Coordinator -- Donald L. Stanistreet
-
8. Name and Address of Grantee/Assistance Contractor Institution
- City School District of Syracuse
Board of Education
409 W. Genesee Street
Syracuse, New York 13202

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9. ACTIVITIES

Listed below are the major objectives included in the evaluation design for the Project. Under each objective are the specific activities designed to accomplish that objective. Some of the activities will be developed further under other sections of this report. Data to support activities will be provided by Policy Studies In Education.

OBJECTIVE

1. For each instructional unit, the mean percentage of correct responses of the program students will increase from pre-test to post-test by 25%.

Activities:

- (A) Syracuse provided Policy Studies with twenty-eight Life-Centered Units which comprise the District's Career Education Program.
- (B) Policy Studies' Staff provided District Staff with pre/post tests for twenty-four units. (Did not include lower primary unit tests).
- (C) District staff arranged for pilot testing (two classes for each test) and provided Policy Studies with results.
- (D) Teachers who administered pilot tests with Policy Studies and District Staff to critique tests.
- (E) Lower primary tests constructed and provided to Syracuse by Policy Studies for pilot testing.
- (F) Pilot testing indicated complete revision of lower primary tests necessary.
- (G) All pre/post tests revised on basis of pilot testing.
- (H) Policy Studies selected teachers to be involved in evaluation of units and provided Syracuse with pre/post tests for teachers who agreed to participate.
- (I) Policy Studies received results of pre/post testing directly from teachers and will submit data with their final evaluation.

OBJECTIVE:

- II. Students will be taught an average of four Life-Centered Units during the year.

ACTIVITIES:

- (A) To be submitted by Policy Studies

OBJECTIVE:

- III. Teachers will teach an average of four Life-Centered Units during the year.

ACTIVITIES:

- (A) To be submitted by Policy Studies

OBJECTIVE:

- IV. 25% of all K-6 teachers will use career education concepts 3 times in daily lessons. (unconnected with Life-Centered Units).

- (A) Policy Studies submitted to District Staff Interview guides. After discussion and revisions, interview guide agreed upon.
- (B) District Staff arranged for schools and teachers selected to be interviewed by Policy Studies staff in November.
- (C) Second round of interviews arranged for and conducted in June.
- (D) Policy Studies will submit data.

OBJECTIVE:

- V. Two businesses, industries or professional organizations will start new career education series of activities which will involve 100 students in each series.

ACTIVITIES:

- (A) The project staff cooperating with General Electric Company staff met with representatives of Agway, Carrier Corp., and Crouse Hinds Co. to seek their participation in program.
- (B) Several meetings were held to plan involvement of consultants from the four companies.

ACTIVITIES: (continued)

- (C) Fifty employees of the four companies were involved in four presentations in five inner-city elementary schools exposing approximately four hundred students to various careers related to their businesses.

OBJECTIVE:

- VI. Twenty-five college students will gain knowledge of career education programs in the schools.

ACTIVITIES:

- (A) The project staff presented two hours of orientation and familiarization to the Syracuse Career Education Program to the follow college students:
 - a. 11/5/75 - Onondaga Community College
16 students (Human Development)
 - b. 11/12/75 - Syracuse University
23 students (Counselor Training)
 - c. 5/11/76 - State University College of Oswego
85 students (Industrial Arts)
- (B) In addition to these formal presentations, complete sets of materials developed by the project were given to the following colleges when requested by specific instructors wishing to utilize the materials in their classes.
 - a. Syracuse University
 - b. Fordham
 - c. S.U.C. - Buffalo
 - d. S.U.C. - Oswego
 - e. Marquette
 - f. Wisconsin
 - g. S.W. Minnesota
 - h. Ohio State
- (C) The Life-Centered Curriculum Program is being featured in two filmstrips and one 16mm film. They are being produced by the Sears Foundation Project in Individually Guided Education at the University of Wisconsin and will be used as teacher training materials. A textbook on Individually Guided Social Studies will also feature Life-Centered Curriculum Materials.

OBJECTIVE:

- VII. Twenty parents will teach one mini-session each to a class of students.

ACTIVITIES:

- (A) Project staff collected survey indicating approximately 100 mini-sessions conducted.

OBJECTIVE:

- VIII. Teachers will complete readability studies for 75% of the units to ensure the proper reading level and to incorporate strategies for teaching reading comprehension skills.

ACTIVITIES:

- (A) The project staff completed readability studies and reading activities for 50% of the units. The initial work related to this activity was begun during a teacher's in-service workshop.

10. PROJECT PARTICIPANTS

(See Page 5)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as sponsor persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 31-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE, ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (see column 6) NUMBER WHO ARE			OF THE TOTAL (see column 6) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI- CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS	*										
ELEMENTARY (K-6)	165	29	4556	10,398	178	15,326	- 0 -		4480	7831	7495
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
* SUB-TOTAL	165	29	4556	10,398	178	15,326			4480	7831	7495
EDUCATIONAL PERSONNEL											
* TEACHERS	4	3	62	550	3	622					
* COUNSELORS						0					
* ADMINISTRATORS			5	30		35					
MEMBERS OF THE BUSINESS/ LABOR INDUSTRY COMMUNITY						45					
PARENTS						72					
OTHER (specify)											
TOTAL	169	32	4623	10,978	181	16,100					
			87	582		774					

* Includes 5 Non-Public school totals as participants.

II. EVALUATION

The evaluation design for the project may be found in Appendix A of this report. The design was prepared by Policy Studies in Education after discussions with the project director. It was agreed upon by both parties as a reasonable design to measure the expected results and accomplishments for the project.

Instruments and data related to the evaluation will be provided by Policy Studies.

Changes or problems related to the evaluation are indicated below.

OBJECTIVE I

All procedures related to this objective were accomplished.

There is always a question as to whether the essential learnings have been identified and tested. Policy Studies Staff made many revisions based on feedback from project staff and pilot-test teachers before twenty-eight unit tests were agreed upon. The tests for the lower-primary unit were revised as a result of the pilot testing.

The only significant change in the procedure was to limit the number of teachers involved in supplying test data. Policy Studies and project staff agreed that it was not necessary to involve all 535 classroom teachers in pre/post testing. A random sample of teachers were selected and agreed to provide data.

OBJECTIVE II

No changes.

OBJECTIVE III

No changes.

OBJECTIVE IV

Although procedures to meet this objective were implemented, there was one significant change. The February on-site interviews were not conducted. Two series of interviews were conducted; one in October and one in June. The sample should be large enough to justify conclusions.

OBJECTIVE V:

Businesses in the Syracuse area have made a significant contribution to the success of this year's program.

The major contributors this year were:

Agway Inc.
Carrier Corp.
Crouse-Hinds Corp.
General Electric Co.
Niagara-Mohawk

The nature of their contributions are fully described in other sections of this report and the evaluation provided by Policy Studies.

OBJECTIVE VI:

No change.

OBJECTIVE VII:

No change.

OBJECTIVE VIII:

This objective has been the most difficult to complete. Only 50% of the units have been completed. The anticipated goal of 75% was not reached.

This may prove to be the most significant accomplishment of the project. In order to understand why this is so, the following information related to the history of the program is necessary.

During the three year developmental stage of the Life-Centered Curriculum there was always the question of what should be evaluated to determine the success of the program. Most of the evaluation was devoted to developmental procedures. Other than these procedures, most of the discussion between the project staff and the third party evaluator related to student competencies.

At that time there was no career education content or list of skills. A few concepts and a few broadly stated goals provided the framework for developing curriculum. Because of the lack of curriculum, it was initially felt that the success of the program might best be determined by evaluation of reading and math scores. The hypothesis was stated, "If subject matter content is related to career education goals, students

"will be more interested in what they are studying. If they are more interested, they will be more highly motivated to achieve. Since reading and math are the most important tools necessary for achievement in school, their reading and math scores will improve." This direction was abandoned as there was no way for teachers to systematically develop reading skills. Although abandoned for evaluation purposes, the staff was interested in the career education-reading correlation.

It was decided to develop a process whereby reading skills could be taught utilizing the Life-Centered Units as the vehicle. Initially an in-service course was offered and participated in by twenty-five teachers who developed the process. Utilizing that process, the project staff has developed reading skill lists for 50% of the Units. (See Appendix B)

12. N/A

13. DISSEMINATION ACTIVITIES

Approximately 50% of staff time during the project year was devoted to dissemination activities.

The project director participated as a presenter at the following dissemination workshops sponsored by the New York State Consortium:

1. Syracuse Area
2. Herkimer Area (Oneida County Airport)
3. Plattsburgh Area
4. Concord Hotel

Workshops devoted to orientation to career education and familiarization with the Life-Centered Curriculum were conducted by project staff for the groups listed below. The workshops reported in this category were for at least two hours and for no less than fifteen individuals.

<u>DATE</u>	<u>GROUP</u>	<u>NUMBER PARTICIPANTS</u>
11/ 5/75	Onondaga Community College	16
11/12/75	Syracuse University	23
12/ 4/75	Fayetteville-Manlius School District	16
1/ 6/76	Liverpool School District	15
4/ 2/76	N.Y.S. Social Studies Teach. Conference	78
5/11/76	SUNY Oswego	85

13. DISSEMINATION ACTIVITIES (continued)

The workshops indicated for college level were for students enrolled in various courses. Those for school districts were for teachers.

In addition to large group, formal workshop presentations, project staff also availed themselves for briefings for over 125 individuals or small groups visiting the career center. These individuals or small groups were representatives from the following:

1. Scotia-Glenville School District
2. Iroquois Central School District
3. Alleghany County BOCES
4. Andover Central School District
5. Belmont Central School District
6. Occupational Learning Center
7. Systems Development Corporation
8. Council Rock, Pennsylvania School District
9. Port Byron Middle School
10. U.S. Navy Recruiters and Educators
11. Onondaga Community College
12. Syracuse University
13. N.Y.S. Education Department
14. Ohio State University
15. Wisconsin University
16. U.S. Office of Education
17. Quezon City Schools, Philippine Islands
18. Four School District Administrators from England (Gueses C.N.Y. Study Council)
19. Creative Establishments, Chicago
20. Onondaga-Madison BOCES
21. N.Y.S. Consortium School Districts
22. Syracuse Police Department
23. Niagara-Mohawk Power Corp.
24. SUNY - Oswego
25. Liverpool Central School District
26. Baldwinsville School District
27. Jamesville-DeWitt School District

Another major aspect of dissemination was honoring requests for materials. One hundred sixty-four written requests for materials were received from school districts, colleges, government agencies and other interested parties. The number of requests has surpassed our ability to provide the materials.

We have devised a form letter and listing of materials whereby interested parties may borrow and duplicate any materials they may wish to use. (See Appendix C)

Other activities which have served to further disseminate the program are reported on in other sections of this report.

14. SPECIAL ACTIVITIES

Several special activities which took place during the project year are worthy of mentioning in this report.

1. As a means of expanding the involvement of business and industry in our career education program for the 1975-76 school year, we again sought the cooperation of General Electric. With the aid of the General Electric Staff who participated in the previous year's program, we were able to gain the cooperation of three other companies: Agway, Carrier and Crouse-Hinds.

A program was developed to reach and increase the awareness of minority group students to engineering and related occupations as career options.

Edward J. Weinheimer, Manager, E.E.O. and Special Programs for the General Electric Company in Syracuse, served as the overall coordinator for the program. Mr. Weinheimer was responsible for bringing together representatives from the other companies and the project staff.

Thomas Bach, an engineer with General Electric, provided coordination between the companies involved and insured a smooth implementation of the program.

A brief description of the program follows on the next two pages. For a more detailed description of the program, see Appendix D.

PIMEG - Program to Increase Minority Engineering Graduates 1975-76

During the school year 1975-76, the General Electric Co., Crouse-Hinds Co., Carrier Corp., and Agway, Inc. worked together to develop a program to increase student awareness of occupational opportunities in the field of engineering.

Five inner-city schools: Dr. Martin Luther King, Seymour, Sumner, Merrick, and Cathedral were selected for the target area of the program and arrangements were made for a series of four presentations to be made in each school. Principals and teachers were contacted and given an opportunity to preview the program and ask questions or give suggestions concerning the presentations. Between 350-400 sixth grade students were involved in this program.

Each of the companies presented one of each of the first three presentations in different schools. All four companies participated in the fourth presentation in each of the five schools. Each company gave eight or nine presentations that ran from one to one-and-a-half hours in length of time.

The program consisted of four presentations:

First Presentation - Film - "Piece of the Action." The film is highly musical. Its intention is to get the student's attention toward engineering in an entertaining manner. A booklet entitled, "Quincy Looks into His Future" was given to the students after the presentation. This booklet introduces the students to the various types of engineering occupations and is a good primer for the second presentation.

Second Presentation - Slides - "What is Engineering?" These explain the various engineering disciplines.

Third Presentation - Slides - "You Can Make It If You Try." These create the understanding that minority group members have been making technical achievements and contributions to society over the years.

Fourth Presentation - "Hands On" - Small group demonstrations of how professional people are involved in each of the four companies.

Each presentation provides a question and answer period with role models from the presenting company.

Follow-Up Procedures for PIMEG Program

- A. Evaluation of Program - A form is sent to the presenters and teachers involved in the program. The forms are completed and returned to Tom Bach and Juanita Blunt. The data is tabulated by them and the

Follow-Up Procedures for PIMEG Program

A. (con't.)

results are sent to both groups - presenters and teachers. (A copy of each form is included in this report).

Summary of Results from the teachers evaluation of the program:

Question No. 5 - 100% yes

Question No. 10 - 100% yes

Question No. 11 - majority of teachers felt that 75% of students were receiving the message of the program.

Comments:

"A program like this is a step in the right direction. It would be ideal to extend it over a ten-month period as well as extending the personal interest in students."

"I felt the total program was very good to excellent. My group and my overall observation of the groups seem to be that the students were excited, interested, and asked questions. Hopefully a return is scheduled for next year."

"Students should be asked if they want to participate."

"Would like to see tours of the places."

"I have seen an increased interest in math by my top students which I would attribute to your presentation."

"Those students who show great interest at the end of the fourth presentation should be allowed to meet as a small group with a couple of engineers in more of a one-to-one atmosphere to answer any questions and to give students more specific directions as to the way to go about entering the field of engineering."

B. Cumulative Folder Insert - Identifies the students in this program who show a marked interest and ability in this area. The insert gives a brief description of the program. Copies of this insert will be forwarded to the junior high school counselors and to the representatives of the four companies participating in the program.

14. SPECIAL ACTIVITIES (continued)

11. The Niagara Mohawk Power Corporation is another major contributor to the Syracuse Career Education Program.

Niagara Mohawk's participation has been facilitated by the creator of the Power Companies' "Career Wagon." The wagon was developed and built in 1973 under the direction of Mr. Gerald Rockower, System's Supervisor, Educational Activities. Niagara Mohawk Power Corporation. The development of the wagon was a direct result of the Life Centered Curriculum and its base of Career Education and self-awareness. The new awareness for children of the many varied kinds of work that both men and women are doing is nicely reinforced by the materials contained in the Career Wagon.

The 3' x 5' wagon exhibits a career ladder of job opportunities in a large power company; it is complete with job descriptions, pictures, tools, wearing apparel, etc. for the children to use. Lessons and student activities to aid in the utilization of the wagon were also prepared.

The response to the wagon has been extremely positive by both students and teachers. The first hand look at what is needed to perform the many varied jobs of just one company has helped to make the children aware of the importance of being employed.

A detailed description of the program may be found in the teacher's manual in Appendix E.

This year the wagon was utilized by 7,291 students.

14. SPECIAL ACTIVITIES (continued)

- III. The project staff held several meetings with consultants from the School District's Native American Education Center. These meetings were the result of concerns voiced by a group of Native Americans related to misconceptions and stereotypes being taught in social studies curriculum and commercial materials.

Although the group which initially voiced the concerns did not remain active, communication was established between the project staff and Native Americans to review the Life Centered Units for the purpose of insuring fair and accurate representation of Native Americans and their cultures in the curriculum.

During the review sessions, it was evident that most objections were made because of the religious nature of many Native American artifacts and Legends. (See Appendix F).

- IV. The Life Centered Curriculum Staff has devoted a great deal of time and effort in insuring the most bias free portrayal of career opportunities.

A newspaper article related to these efforts appeared in the September 21, 1975 issue of the "Syracuse New Times." (See Appendix G).

15. REPORT ABSTRACT

- 1.
- 2.
3. Final Report
4. New York State Consortium for Career Education,
Syracuse City School District
5. 7/1/75-6/30/76
6. Incremental
7. Donald L. Stanlstreet
8. City School District
409 West Genesee Street
Syracuse, New York
13202
(315) 425-4499
9. The Syracuse City School District's K-6 Career Education Program consists of twenty-eight (28) instructional units. The units are designed to provide objectives, student activities, and evaluation, related to career information, skills, and concepts.

Although the units are interdisciplinary, Social Studies provide the focal point and the units serve as the K-6 Social Studies Curriculum for the District. The curriculum is called the "Life Centered Curriculum."

The scope and sequence of the program may be found on page 17. Each unit title is listed.

The major activities this project year were as follows:

- a) Constructing, pilot testing, rewriting and administering pre/post tests for each of twenty-eight units to all students in the participating schools.
- b) Provide for analysis of data obtained from testing.
- c) Providing additional teacher in-service to assure all teachers K-6 in the participating schools are teacher career education.

15. REPORT ABSTRACT (continued)

9. d) Initiate and provide program dissemination to all interested parties. Provide workshops for dissemination purposes as initiated by other consortium members including the New York State Department of Education.
 - e) Initiate activities designed to increase the amount of direct participation in the program by representatives from various businesses and industries in the Syracuse area.
 - f) Solicit and encourage parents to participate in the career education program by teaching mini-courses related to occupations in which they have competencies.
 - g) To create and provide teachers with procedures by which they can teach specific basic reading skills utilizing the content of the units.
10. The participants in the project included the following:

Schools: K-6

30 public

5 non-public

24 of the 35 were designated
as eligible to receive
Title I (ESEA) funds.

Teachers:

622 (550 white - 72 minority group)

Students:

15,326 (10,398 white - 4,428 minority)

Administrators:

35 (30 white - 5 minority)

Other:

45 - Business and Industry

72 - Parents

LIFE CENTERED UNIT TITLES

LEVELS	PEOPLE (Self-Awareness)	PLACES (Educational Awareness)	POSSIBILITIES (Career Awareness)
LOWER PRIMARY	Little People The Family	Our Community Today	Goods and Services
UPPER PRIMARY	The World of Me The World of Us	Hometown - Syracuse	Leisure Time Changing Roles in the World of Work
LOWER INTERMEDIATE	Famous People as Workers Communications	Syracuse Long Ago Contributions of Immigrants	People Seek New Places Rewards for Work
MID-INTERMEDIATE	Who Am I? - Where Am I Going?	North and South of the Border Let Freedom Ring From Coast to Coast The Story of Our Country	The Story of Labor Consumerism
UPPER INTERMEDIATE	A World of People	World Communities Growth and Spread of Civilization	The Worlds of Tomorrow Occupational Clusters Economic Challenges

15. REPORT ABSTRACT (continued)

- II. Evaluation was provided in cooperation with Policy Studies Incorporated, New York City.

All instruments were created by Policy Studies after consultation with Project Staff.

Objectives being evaluated are listed below.

OBJECTIVE	PROGRESS
I. For each instructional unit, the mean percentage of correct responses of the program students will increase from pre-test to post-test by 25%.	Completed. Data being compiled by Policy Studies.
II. Students will be taught an average of 4 LCC units during the year.	Completed.
III. Teachers will teach an average of 4 LCC units during the year.	Completed.
IV. 25% of all K-6 teachers will use career education concepts 3 times in daily lessons (unconnected with LCC units).	Completed.
V. 2 businesses, industries, or professional organizations will start new career education series of activities which will involve 100 students in each series.	Completed.
VI. 25 college students will gain knowledge of career education program in schools.	Completed.
VII. 20 parents will teach 1 mini-session each to a class of students.	Completed.

15. REPORT ABSTRACT

11. (continued)

OBJECTIVE	PROGRESS
VIII. Teachers will complete readability studies for 75% of the units to ensure the proper reading level and to incorporate strategies for teaching reading comprehension skills.	The objective as stated was not achieved. Only 50% of the units have been completed to date.

Policy Studies will submit an evaluation report based on the objectives listed above directly to the New York State Department of Education. The State Education Department will then submit the total evaluation for the Consortium Participants to the U.S. Office of Education.

12. N/A

14. Special activities engaged in by the project fall into the following categories:

- I Involvement of business and industry in the District's career education program.
- II Utilization of parents as volunteers in the program.
- III Efforts designed to insure a bias-free portrayal of career options.

Business and Industry Involvement:

The Life Centered Curriculum recognizing that local business and industry have much to contribute to the relevance of public education has sought to maximize utilization of community resources. The Syracuse Community has served as a source of resource persons, teaching materials, field trip sites, consultants and advisors to the School District. Specific contributions during the project year are briefly described:

- I-A. The School District houses a Career and Skill Center at Lincoln Elementary School. During the school year, every sixth grade class spends two days at the Career/Skill Center. Activities are provided so that students will receive in-depth familiarization with

Business and Industry Involvement: (continued)

I-A. (continued)

the spectrum of career opportunities, requirements and rewards available in the Syracuse area. One activity takes place by each student spending approximately seven minutes in each of seventeen different career booths. Each booth contains a tape recorder, two headsets, and equipment and pictures or displays contributed by seventeen different businesses and industries in the Syracuse area. By listening to the tape and answering questions provided on a ditto sheet, students learn about that business.

- B. Another facet of business and industry involvement in the program has been to introduce inner-city students to engineering and related occupations as career options.

General Electric, Agway, Carrier, and Crouse-Hinds Companies provided engineers and staff members to conduct a series of four, one and one-half hour presentations at five inner-city schools.

Approximately 500 students were involved in the program which related academic studies with future careers.

Evaluation of the program reflected a high degree of enthusiasm by students, teachers, and presenters.

- C. The Niagara-Mohawk Power Corporation has been another major contributor to the program. They have provided a "Career Wagon" to the school District. The wagon, (a wooden box designed and painted to resemble a power company truck), contains all of the equipment and pictures to portray all of the various occupations encompassed by the power company.

Detailed lesson plans to accompany the wagon have been written by project staff and provided to all teachers.

Over 7,000 students utilized the wagon this year.

- D. Each teacher in the District has received a teacher's manual containing a detailed listing of field-trip sites, classroom speakers

Business and Industry Involvement: (continued)

- I-D. (continued)
available and free "things to send for,"
all related to various occupations in the
Syracuse area.
- II. As a result of the efforts to provide elementary students with increased career information, over eighty parents were involved in teaching mini-courses during the project year. Many of these parents taught several different sessions throughout the school year.
- III. The first page of the "Teacher's Manual" for the Life Centered Program is entitled, "Summary Statement Regarding Changing Roles in the World of Work." This page was prompted by the great amount of time, effort, and money expended by project staff to respond to concerns by various groups and organizations in the community.

The program has been reviewed by and commented upon by the following:

1. Human Rights Commission
2. Chamber of Commerce
3. Greater Syracuse Labor Council
4. National Organization for Women
5. Consumer Affairs Council

This year the project staff met on several occasions with a Native American group to review the units. As with other groups, communication resulted in change, clarification to teachers, and in some instances additional lessons or materials provided to the teachers.

SYRACUSE

<u>Objective</u>	<u>Project Director's Responsibilities and Timelines</u>	<u>PSE's Responsibilities and Timelines</u>
I. For each instructional unit, the mean percentage of correct responses of the program students will increase from pre-test to post-test by 25%	<u>Sept.</u> - Have the pilot tests administered (2 classes per unit) and review tests; send back to PSE the student's answer sheets and the Project Director's critical remarks <u>Oct.</u> - Distribute tests to all Syracuse elementary teachers with instruction sheet and stamped, PSE- addressed envelopes for teachers	<u>Sept.</u> -Send pilot tests for each of 28 units to the Project Director <u>Oct.</u> - Review pilot tests and prepare final unit pre- and post-tests mail camera ready copy to the printer and send an instruction sheet for teachers and return envelope to the Project Director <u>June</u> - Sample returned students' tests and analyze
II. Students will be taught an average of 4 LCC units during the year	(No specific responsibilities)	<u>June 11</u> - Tabulate the number of units a sample of teachers taught and obtain an average per teacher
<u>Teachers</u>		
III. Teachers will teach an average of 4 LCC units during the year	(No specific responsibilities)	(Accomplished under students' objective #2)
IV. 25% of all K-6 teachers will use career education concepts 3 times in daily lessons (unconnected with LCC units)	<u>By Oct. 24</u> - Review and return approved interview guide to PSE along with teacher directions for the elementary schools	<u>By Oct. 13</u> - Develop and send interview guide for teachers to the Project Director for approval <u>Oct. 24</u> - Sample teachers and call to arrange interviews <u>Nov. 11-14</u> - Visit Syracuse to talk with the Project Director and to supervise/conduct the first round of interviews <u>Feb. 17-20</u> - Visit Syracuse to talk with the Project Director and to supervise/conduct the second round of interviews

ObjectiveProject Director's
Responsibilities and TimelinesPSE's
Responsibilities and Timelines

Teachers cont'd

May 4-7 - Visit Syracuse to talk with the Project Director and to supervise/conduct the third round of interviews

Community

V. 2 businesses, industries, or professional organizations will start new career education series of activities which will involve 100 students in each series

All-year- Keep records of new programs started

May 21- Interview by telephone the Project Director to discuss any new programs

VI. 25 college students will gain knowledge of career education program in the schools

Send PSE the name and Syracuse University address and phone number of the Director of the Urban Education Program

May 13- Interview by telephone Director of Urban Educ. Program

VII. 20 parents will teach 1-mini-session each to a class of students

All-year- Keep records of mini-sessions taught
May 14 - Return completed forms to PSE

Sept. 23- Send forms for recording necessary data to the Project Director

Product Development

VIII. Teachers will complete readability studies for 75% of the units to ensure the proper reading level and to incorporate strategies for teaching reading comprehension skills

All-year- Keep readability reviews on file
By May 28- Send copies of the forms to PSE

May 21- Telephone the Project Director to request copies of the readability forms

Evaluation Report

Syracuse

SYRACUSE CITY SCHOOL DISTRICT

Syracuse, the fifth largest city in the state, is located in central New York. Its career education efforts this year were concentrated on the Life Centered Curriculum Project, which actively involved approximately 500 elementary (K-6) teachers of approximately 14,000 students in about 30 school buildings. All Project financing, \$75,574, was provided by the New York State Consortium for Career Education, although the Skills Center teacher and Career Center aide were paid out of the elementary and secondary school budgets.

The Life Centered Curriculum (LCC) is made up of 28 units organized by five levels (lower and upper primary through lower, mid, and upper intermediate) and three strands (career, educational, and self-awareness). The LCC Project has supplanted the social studies curriculum in Syracuse, and elementary teachers are required to teach the units. Other subject area skills and concepts have been incorporated as strategies in the units to develop further career education concepts.

It should be noted that the LCC materials have been edited and approved by local groups of a national organization for women and of native Americans. Both groups suggested changes (some of which were concerned with sex bias and religious connotations) which were accepted by the Project staff.

Community commitment is also particularly evidenced in the Syracuse program through work with businesses, parents, and college students.

During the first week of August, PSE staff traveled to Syracuse for an introduction to the LCC units developed by the Syracuse Career Education Project and for a review of the Project as a whole. On this initial visit,

eight objectives for the year's work were discussed. Because of outstanding cooperation by the Project Director and his staff, PSE was able to complete the evaluation of six of these objectives (one for students, two for teachers, and three for the community). The discussion of these six objectives, the Project Director's program plan for accomplishing them, and PSE's matching evaluation plan to assess Project accomplishments follow.

SYRACUSE CITY SCHOOL DISTRICT

STUDENT OBJECTIVE

OBJECTIVE

For each instructional unit, the mean percentage of correct responses of the program students will increase from pretest to posttest by a statistically significant amount.

PROGRAM PLAN

Target Population. All 14,153 K-6 students

Activity. Use the Life Centered Curriculum units in class and as guides to independent study projects

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Student achievement on tests

Sample Size. Several classrooms (50 students or more) per unit

Instrument. 1 form; multiple choice paper and pencil tests of 12-18 items

Time(s) of Administration. Immediately before and after the unit is taught

Design. Pretest-posttest without controls

SYRACUSE CITY SCHOOL DISTRICT STUDENT OBJECTIVE

In order to measure students' knowledge of career education gained through the 28 LCC units, PSE developed a student test for each unit. After studying the LCC materials, PSE staff constructed multiple choice tests for the units for grades 2 through 6. The pilot versions of these instruments contained 20-30 questions. The analysis of pilot test results allowed the final versions of the tests to contain the most appropriate and best discriminating 12-18 items. In addition, PSE staff visited Syracuse to review with a number of classroom teachers eight of the pilot tests. Three Syracuse Project staff members, three PSE staff members, and six Syracuse teachers reviewed the tests carefully and selected or modified questions they felt were best suited to the curriculum and to the Syracuse students. After this meeting, PSE was able to carry out a similar review process on its own in its New York City office.

For the four lower primary (K-1) units, pictorial questions and teacher interview-type questions were created for the tests in order to avoid validity problems with children unable to read well enough to answer written multiple choice questions. However, after what PSE considered an unsatisfactory pilot testing of these instruments, PSE decided to use a new, interesting method for these tests in which students are asked about the same career education information in two different questions, with one question requiring a "yes" answer and the other question requiring a "no" answer. The student is only given credit for knowing this information if he responds accurately to both the positive and negative wording of the question. Special answer sheets for these young students were also designed. Each of the four tests was piloted in Syracuse in both one kindergarten and one first grade classroom.

From these results, final versions of the tests were created. See the Appendix of this report for the special lower primary tests, student answer booklets, and the other upper level LCC unit tests. It should be noted that the final version of each unit test will serve as both a pretest and posttest instrument.

In order to distribute the LCC unit test packages throughout Syracuse for student testing, a form was designed and sent to a random selection of approximately 220 Syracuse elementary teachers. On this form, teachers were requested to indicate which LCC units they were planning to teach during the remainder of the school year. They were then sent the appropriate indicated test packages so that they could use them in conjunction with teaching the LCC units. Of the random selection, approximately 100 teachers responded to the request, and the Project Director helped in the distribution of the test packages to these cooperating teachers. Each of the 28 LCC units was scheduled to be tested by at least several Syracuse teachers, and some of the more popular units were scheduled to receive very good coverage (as many as 15-20 different teachers).

From the number of completed pretest and posttest packages received, PSE selected for analysis those unit tests which were taken by approximately 40 or more matched students (those students who took both the pretest and the posttest). Unfortunately, this selection procedure eliminated 11 unit tests from consideration; however, a sample of fewer than 40 students would have been too small to yield statistically reliable results.

Each of the seventeen unit tests selected was analyzed in the following manner. The pretest and posttest scores for each student were obtained for separate classrooms. The number of classrooms to which a particular test was given varied from two to six across the various units. The classroom

which had the fewest number of students set the minimum subject size per classroom. The remaining classrooms for which tests were obtained were reduced to this size by randomly eliminating the appropriate number of students.

After the number of subjects per classroom was made identical, a split-plot analysis of variance was applied to the measure. The within-block factor was the two administrations of the test and the between-block factor was the classrooms. This analysis permitted us to ascertain whether there were significant differences in classrooms, but more importantly, whether there was a significant interaction between the treatment (change over time) and a classroom. Examination of a significant interaction would inform us if a change occurred irrespective of the classrooms.

Many factors unexplored in this study, such as teacher effectiveness and student composition differences could account for a lack of generalizability of treatment findings. Alternatively, a significant interaction could arise because of large differences in amount of change among classrooms but with the change being significant in the case of each classroom.

The number of subjects who had both test administrations varied from 42 to 115 across the tests.

Findings

Table 1 summarizes the results of the analysis of variance done for each unit test. Sixteen of the 17 tests or 94% of the tests showed a significant difference between the two administrations of the test. In each case, performance on the posttest was superior to performance on the pretest. Generally, the change was substantial, with the mean posttest score higher by at least one standard deviation unit than the pretest mean score.

It was also found that on 65% of the unit tests (11 of the 17) there were significant differences among classrooms in performance. In other words, the level of performance shown by students in the different classrooms, when averaged

Table 1

Summary of Split-Plot Analysis of Variance
Results for the Seventeen Unit Tests

Unit Test	# of Sub- jects	# of Class- rooms	Treatment Effect ^a	Classroom Differ- ence	Inter- action
The World of Us	76	4	S	S	S-I ^b
The Story of Our Country	48	3	S	S	S-I
Consumerism	48	2	S	S	S-II ^c
Let Freedom Ring	88	4	S	S	S-II
From Coast to Coast	115	5	S	S	S-II
Who Am I? Where Am I Going?	100	5	S	S	S-I
Syracuse Long Ago*	85	5	S	S	S-I
Famous People	96	6	S	S	S-I
North and South of the Border	72	4	S	S	S-II
Changing Roles in the World of Work	69	3	S	NS	S-II
People Seek New Places	44	2	S	NS	S-II
Leisure Time	92	4	S	NS	S-I
Hometown Syracuse	90	6	S	NS	S-II
Growth and Spread of Civilization	50	2	NS	S	S-I
Occupational Clusters	42	2	S	NS	NS
The World of Me	63	3	S	NS	NS
World Communities	54	2	S	S	NS

^a S=significant; NS=not significant

^b I=at least one classroom showed no significant change or a decrement*

^c II=all classrooms significantly improved but in very different degree

over the two testing occasions, was significantly different, with some classroom(s) evidencing superior test scores to the others. Differences in student ability or intelligence, age, or other achievement-related factors or differences among teachers in their effectiveness could be responsible for these differences.

Most importantly, however, only three tests which demonstrated a significant treatment effect did not also show a significant interaction effect. Therefore, for only these three unit tests, namely Occupational Clusters, The World of Me, and World Communities, can we conclude that superior post-test performance resulted irrespective of the classrooms examined or used in the testing. A small number of classrooms were examined for these three units, so generalizability of treatment effect across classroom settings was not very adequately tested.

Seven unit tests which are indicated in Table 1 by an S-II designation in the interaction column, showed a significant interaction effect which may have some implications directly for teacher effectiveness. In the case of each of these units, every classroom examined did show a significantly higher post than pretest performance. The simple main effect of treatment for each classroom was tested using Tukey's a posteriori technique. Using Dunn's procedure to test classroom difference at each of the two testing occasions, it was found that three tests, Let Freedom Ring, Consumerism, and North and South of the Border, showed no significant differences among classrooms at the pretest but did show such differences at the posttest. In other words, the classrooms started at equivalent points on each of these three unit tests but showed very different amounts of change to end up dissimilar finally. If the initial equivalency of the classrooms on the pretests can be assumed to reflect student similarity in ability with regard to the information being

tested, then the different rates of change would appear to stem from differences in teachers who impart more or less knowledge in their effectiveness.

On the remaining tests which showed this type of interaction (S-II), the picture was more complicated, with the classrooms significantly different at the pretest and significantly different at the posttest (except for People Seek New Places). Thus, while once again differences in amount or degree of change were shown among classrooms, since the groups were not equivalent initially, it is difficult to assume the differences in degree stemmed solely from teacher effectiveness. Finally, we should point out that for these seven unit tests, we can conclude that we will obtain significant change irrespective of the classroom, but classrooms will differ in the degree of this significance.

In contrast, the final seven unit tests to be discussed showed a type of interaction that does not permit such a conclusion. On these measures, indicated by S-I in the interaction column of Table 1, a significant and superior performance on the posttesting was only found in some not all of the classrooms examined. In fact, for one unit, Syracuse Long Ago, one of the five classrooms examined showed a significant decrement on the posttest when compared to the pretest. (Once again, Tukey's a posteriori technique was used to test the difference between pre and post means at each classroom level.) For every one of these unit tests, a statement regarding treatment effectiveness must be qualified by an additional statement regarding the classroom. In other words, significant improvement on the test was a function of the classroom. Thus, for example, on the test for The Story of Our Country, treatment produced a significant increment in performance only in classroom three and not in classrooms one or two. Similar qualified statements would have to be made for each of the other tests. Generally, however, we can say that treatment

effectiveness on these tests cannot be assumed to operate across classrooms or is contingent upon the classroom complex and the factors which comprise it.

In conclusion, the three units which produced significant student learning regardless of teacher effectiveness were: Occupational Clusters, The World of Me, and World Communities. Seven other units did produce increased student learning, but the degree of improvement differed by classroom (due, in part, to differences in teacher effectiveness). These seven units were:

Consumerism, Let Freedom Ring, From Coast to Coast, North and South of the Border, Changing Roles in the World of Work, People Seek New Places, and Hometown Syracuse. In other words, these ten units are the best candidates for continued use and further dissemination that PSE can identify at this time.

Summary statistical tables for the seventeen units are located in the Appendix of this report.

SYRACUSE CITY SCHOOL DISTRICT

TEACHER OBJECTIVE

OBJECTIVE

Teachers will teach an average of 4 LCC units during the year.

PROGRAM PLAN

Target Population. All 523 K-6 teachers

Activity. Attend orientation workshops; participate in utilization workshops (how to use the units)--approximately 1 1/2 hours in each of 30 school buildings; teach the required LCC units

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Teachers' statements

Sample Size. 7 teachers in each of 22 schools

Instrument. Interview guide

Time(s) of Administration. Fall and spring

SYRACUSE CITY SCHOOL DISTRICT

TEACHER OBJECTIVE

OBJECTIVE

25% of all K-6 teachers will use career education concepts or activities 3 times in daily lessons (in addition to the teaching of an LCC unit)

PROGRAM PLAN

Target Population. All 523 K-6 teachers

Activity. Enroll in in-service courses (2 will be offered) for salary credit; obtain different ideas from the LCC units to infuse into other subject areas

Timeline. September '75-May '76

EVALUATION PLAN

Data and Data Source. Teachers' testimony

Sample Size. 7 teachers in each of 22 schools

Instrument. Interview guide

Time(s) of Administration. Fall and spring

SYRACUSE CITY SCHOOL DISTRICT TEACHER OBJECTIVES

In order to obtain first-hand knowledge of the Syracuse teachers' use of career education activities in the classroom, an interview guide was designed for use with approximately 140 teachers during the school year.

A sample of seven teachers in each of twelve randomly selected schools (one teacher per grade level, K-6) was selected for the November interviewing and the same number of teachers from ten randomly selected Syracuse schools for the June interviewing. Because it was hypothesized that teachers might be using career education activities more often in June than in November because of the Project's influence on them during the year, this pretest-posttest design for interviewing twice during the year was set up. However, since the November interviewing results were so favorable toward career education and the Project and since it seemed unnecessary to re-interview the same group of teachers (and thus limit coverage of schools in the city), the two interviewing dates might be considered independently and, thus, not really a pretest-posttest design.

Findings

According to the objectives set by the Project Director, PSE set out to determine how often teachers were incorporating career education concepts and activities into their daily instruction (when they were not specifically teaching the LCC units) and approximately how many LCC units were being used by a teacher during a school year. PSE can be sure that, in general, teachers in Syracuse are using the LCC units in their classrooms, because only five

of the 142 interviewees had never used the units. Furthermore, PSE feels that career education generally is being taught in the Syracuse elementary schools, since a decided majority commented that they provided career education for their students through a combination of integrating career education into classroom activities and using the LCC units (81% of the November interviewees and 71% of the June interviewees).

In June, 98% of those 65 respondents indicated that they had taught one or more of the LCC units during the school year; in November, only 64% of those 77 respondents could make that claim, but, of course, that interviewing date was very early in the school year and thus teachers had not had much time to use the units. In fact, an average of 86% of the respondents said that they had used one or more of the LCC units during the 1974-75 school year, thus showing that the LCC units have been used fairly extensively in Syracuse.

Using the June figures, 22% of the respondents did use four LCC units, while 35% used three of the units. Indeed, 19% of the respondents used five or more of the units. In total, our figures show that teachers taught an average of approximately 3.5 LCC units during the year. Although this figure falls slightly below the objective set, we feel that this finding is very significant because it shows that teachers believe the LCC units are valuable enough to use several during the year.

To determine the adaptability of the LCC units to different curricular areas, we asked teachers to indicate with which curricular areas they have used LCC units. While an average of 84% of the teachers have understandably used the units in social studies, about 56% have also used the units in language arts, about 19% in math, approximately 26% in science, and a handful of teachers in other subject areas such as art, religion, and health.

These data show high adaptability of LCC units to many areas of instruction and thus make them that much more valuable to the elementary school teacher.

In answer to the second teacher objective set by the Syracuse Project, PSE determined how often elementary teachers were using career education concepts and activities in their daily lessons in addition to their teaching of a particular LCC unit. The results were quite good. In fact, 73% of the November interviewees and 63% of the June interviewees indicated that they included career education information in their instruction on a daily basis. Of those numbers, 57% of the November respondents and 37% of the June respondents indicated that they included career education information in their daily instruction three times or more; thus, the objective of 25% of the teachers including career education concepts or activities three times in daily lessons was far exceeded. In fact, all but two of all respondents were incorporating career education into their lessons at least on a weekly basis. Such results speak very well for a Project whose main focus is a curriculum product. So often, such a Project's influence might be confined to the curriculum product; however, it is extremely obvious that the Syracuse Project has encouraged teachers to use career education concepts and activities in all their classroom instruction, and they in turn have been able to use these LCC units as powerful springboards into career education instruction generally. An average of 28% of the respondents commented that their training and/or use of the LCC units had influenced their use of career education concepts in instruction a great deal, while an average of 49% of the respondents felt their LCC experience had influenced their use of career education concepts at least somewhat.

Finally, we asked the teachers to express their general opinion about the LCC units on five 1-5 rating scales. On the whole, the results were quite

favorable. First, 69% of the November respondents and 78% of the June respondents found the units fairly or very easy to use; in addition, 70% of the November respondents and 85% of the June respondents found that they were able to integrate the LCC units into their regular curriculum fairly or very well. In terms of the units' effectiveness in producing student learning, 57% of the November interviewees and 80% of the June interviewees judged that the units were very or fairly effective. Furthermore, 49% of the November interviewees and 70% of the June interviewees believed that the units' activities were very or fairly exciting for the students to take part in. Our final and most general rating scale was one of the units' overall value; here, 74% of the November respondents and 84% of the June respondents indicated that the LCC units were very or fairly valuable for career education classroom instruction.

In summary, it seems fair to say that teachers in Syracuse are very supportive of career education for their students and find that the LCC units which the Syracuse Project created to implement career education are most worthwhile and valuable as teaching aids. The tabulated results of the interview guide follow.

SYRACUSE CITY SCHOOL DISTRICT

TABULATED RESULTS
FOR THE
INTERVIEW GUIDE FOR TEACHERS

Name: _____ Date: _____

School: _____ Grade: _____

1. How many years have you been a teacher?

	<u>November</u>	<u>June</u>
2 or fewer years	13%	9%
3-5 years	22%	18%
6-10 years	26%	26%
More than 10 years	39%	46%

2. How many years have you been a teacher in the Syracuse public or parochial schools?

	<u>November</u>	<u>June</u>
2 or fewer years	19%	15%
3-5 years	29%	23%
6-10 years	26%	26%
More than 10 years	26%	35%

3. How many years have you been a teacher of your current grade level?

	<u>November</u>	<u>June</u>
2 or fewer years	29%	29%
3-5 years	36%	20%
6-10 years	17%	28%
More than 10 years	18%	23%

4. Have you ever taught or are you currently teaching one or more of the Life Centered Curriculum units?

November	94% Yes	6% No	0% No recognition
June	100% Yes	0% No	0% No recognition

5. During the last school year (1974-75) and so far this year, how have you provided career education?

	November	June
-Have not provided career education (Terminate interview here.)	0%	0%
-Primarily through Life Centered Curriculum units.	6%	23%
-Primarily by integrating career education into classroom activities, not through the use of Life Centered Curriculum units.	10%	6%
-A combination of both	81%	71%
-Other:	3%	0%
Newspapers	1%	0%
Peabody Language Kit	3%	0%
Scholastic Magazine	1%	0%

6. 1974-75 use of LCC units in class

	November	June
Used 1 or more units:	87%	85%
1	8%	9%
2	36%	17%
3	26%	20%
4	8%	18%
5	4%	11%
6	3%	2%
More than 6	3%	8%

	November	June
Some objectives completed:	80%	71%
1	10%	14%
2	32%	22%
3	23%	12%
4	8%	14%
5	4%	6%
6	1%	2%
More than 6	1%	2%

	November	June
All objectives completed:	20%	43%
1	5%	14%
2	13%	15%
3	0%	9%
4	1%	2%
5	0%	0%
6	0%	0%
More than 6	0%	3%

	November	June
No answer	0%	14%

7. 1975-76 use of LCC units in class

	November	June
Used 1 or more units:	64%	98%
1	40%	11%
2	18%	12%
3	5%	35%
4	0%	22%
5	0%	5%
6	0%	3%
More than 6	0%	11%

	November	June
Some objectives completed:	12%	83%
1	9%	17%
2	3%	22%
3	0%	22%
4	0%	11%
5	0%	6%
6	0%	2%
More than 6	0%	5%

	November	June
All objectives completed:	1%	52%
1	0%	15%
2	1%	22%
3	0%	12%
4	0%	2%
5	0%	0%
6	0%	0%
More than 6	0%	2%

	November	June
No answer	0%	15%

8. In previous years and so far this year, how much training have you received in the use of the Life Centered Curriculum units?

	November	June		November	June
None	10%	15%	Other:		
Less than half a day	5%	3%	Informal help		
About half a day	22%	22%	by teachers	4%	--
About one day	44%	34%	Developed units	4%	--
About 2 to 4 days	5%	14%	In-service course	5%	--
About 5 days or more	10%	12%			

9. In general, when you have used any of the Life Centered Curriculum units, with which curriculum area were they associated?

	November	June		November	June
Social studies	88%	80%	Other:		
Language arts	56%	55%	Art	1%	--
Math	26%	12%	All subjects	1%	X
Health	14%	0%	Religion	3%	--
Science	27%	25%	Human relations	1%	X
Taught as separate units	4%	3%	Problem solving	--	X

10. How often do you include career education concepts and activities in your instruction when you are not specifically teaching Life Centered Curriculum units?

	November	June
Daily:	73%	63%
1 time	5%	11%
2 times	10%	15%
3 times	35%	6%
More	22%	31%

	November	June
Monthly:	3%	0%
1 time	0%	0%
2 times	0%	0%
3 times	0%	0%
More	3%	0%

	November	June
Weekly:	25%	37%
1 time	5%	5%
2 times	4%	11%
3 times	13%	12%
More	3%	9%

	November	June
Yearly:	0%	0%
1 time	0%	0%
2 times	0%	0%
3 times	0%	0%
More	0%	0%

11. To what degree has your training and/or use of the Life Centered Curriculum units influenced your use of career education concepts?

	November	June
A great deal	27%	29%
Somewhat	52%	46%
Not at all	20%	17%
No answer	1%	8%

HOW DO YOU FEEL ABOUT THE LIFE CENTERED CURRICULUM UNITS?

Please indicate your general opinions about the Life Centered Curriculum units on the scales which follow. Put an X through each line to describe how you feel about the units. The more strongly you feel, the closer to the distractor you should place the X.

	NOVEMBER					
Easy to use	38%	31%	21%	6%	3%	Difficult to use
	1	2	3	4	5	
Able to inte-	36%	34%	16%	8%	5%	Unable to integrate
grate into regular	1	2	3	4	5	into regular curricu-
lulum						
Effective	25%	32%	31%	8%	1%	Ineffective
	1	2	3	4	5	
Exciting	13%	36%	35%	8%	4%	Boring
	1	2	3	4	5	
Valuable	36%	38%	18%	3%	1%	Worthless
	1	2	3	4	5	

11. (cont.)

JUNE

Easy to use	38%	40%	9%	8%	2%	Difficult to use
	1	2	3	4	5	
Able to inte-	51%	34%	12%	0%	0%	Unable to integrate
rate into regular curriculum	1	2	3	4	5	into regular curriculum
Effective	40%	40%	15%	3%	0%	Ineffective
	1	2	3	4	5	
Exciting	32%	38%	20%	6%	2%	Boring
	1	2	3	4	5	
Valuable	46%	38%	11%	3%	0%	Worthless
	1	2	3	4	5	

There was a small percentage (1-4%) of "no answer" for each scale.

SYRACUSE CITY SCHOOL DISTRICT

COMMUNITY OBJECTIVE

OBJECTIVE

2 businesses, industries, or professional organizations will start new career education series of activities which will involve 100 students in each series.

PROGRAM PLAN

Target Population. Businessmen, industry workers, union members, and professionals

Activity. Respond to solicitation by the Project Director and implement own program

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Project Director's testimony

Sample Size. 1

Instrument. Written description of the programs

Time(s) of Administration. June

SYRACUSE CITY SCHOOL DISTRICT COMMUNITY OBJECTIVE

The extensive career education program put together by four large business concerns in Syracuse under the direction of the Syracuse Career Education Project is described in detail below. PSE feels that the Project Director has more than met this objective of involving two more Syracuse businesses, industries, or professional organizations in new career education activities for at least 100 students in each of two career education programs. Since between 350 and 400 students were involved in this program, we feel that the Project has done an excellent job in providing students with career education information presented by community resource persons. We are sure that this involvement with four major business concerns has made the Syracuse Career Education Project more highly visible in the city and will perhaps result in further expansion of this program.

The description of the Program to Increase Minority Engineering Graduates (PIMEG) was provided by the Syracuse Project staff and has been quoted in its entirety.

During the 1975-76 school year, the General Electric Company, Crouse Hinds Company, Carrier Corporation, and Agway Incorporated worked together to develop a program to increase student awareness of occupational opportunities in the field of engineering.

Five inner-city schools (Dr. Martin Luther King, Seymour, Sumner, Merrick, and Cathedral) were selected for the target area of the program and arrangements were made for a series of four presentations to be made in each school. Principals and teachers were contacted and given an opportunity to preview the program and ask questions or give suggestions concerning the presentations. Between 350-400 sixth grade students were involved in this program.

Each of the companies presented one of each of the first three presentations in different schools. All four companies participated in the fourth presentation in each of the five schools. Each company gave eight or nine presentations that ran from one to one and a half hours in length of time.

The program consists of four presentations:

First Presentation: Film--"Piece of the Action." The film is highly musical. Its intention is to get the students' attention toward engineering in an entertaining manner. A booklet entitled "Quincy Looks into His Future" was given to the students after the presentation. This booklet introduces the students to the various types of engineering occupations and is a good primer for the second presentation.

Second Presentation: Slides--"What is Engineering?" These explain the various engineering disciplines.

Third Presentation: Slides--"You Can Make It If You Try." These create the understanding that minority group members have been making technical achievements and contributions to society over the years.

Fourth Presentation: "Hands On"--Small group demonstrations of how professional people are involved in each of the four companies.

Each presentation provides a question and answer period with role models from the presenting company.

Findings

These are follow-up procedures for PIMEG.

- A. Evaluation of Program (put together by Tom Bach of G.E. and Juanita Blunt of the Life Centered Curriculum staff)--A form is sent to the presenters and teachers involved in the program. The forms are completed and returned to Tom and Juanita. The data is tabulated by them and the results are sent to both groups--presenters and teachers.

Summary or Results from the teachers' evaluation of the program:

Question #5--Do you feel this program is worthwhile?

Answer--100% Yes

Question #10--Were teachers adequately involved in the program?

Answer-- 100% Yes

Question #11--To what degree do you feel the students were receiving the message we were trying to convey?

Answer-- Majority of teachers felt that 75% of students were receiving the message of the program.

Comments:

"A program like this is a step in the right direction. It would be ideal to extend it over a ten-month period as well as extending the personal interest in students."

"I felt the program was very good to excellent. My group and my overall observation of the groups seem to be that the students were excited, interested, and asked questions. Hopefully, a return is scheduled for next year."

"Students should be asked if they want to participate."

"Would like to see tours of the places."

"I have seen an increased interest in math by my top students which I would attribute to your presentation."

"Those students who show great interest at the end of the fourth presentation should be allowed to meet as a small group with a couple of engineers in more of a one-to-one atmosphere to answer any questions and to give students more specific directions as to the way to go about entering the field of engineering."

Results from the presenter evaluation forms are not yet available.

- B. Cumulative Folder Insert--Identifies the students in this program who show a marked interest and ability in this area. The insert gives a brief description of the program. Copies of this insert will be forwarded to the junior high school counselors and to the representatives of the four companies participating in the program.

A list of PIMEG presenters from the four business concerns may be found in the Appendix of this report.

The Project Director hopes that the companies and the people involved in this program will continue their level of interest in and relationships with the participating students to the point of helping them in high school and perhaps even helping them get into college when the time comes.

SYRACUSE CITY SCHOOL DISTRICT

COMMUNITY OBJECTIVE

OBJECTIVE

25 college students will gain knowledge of career education programs in the schools.

PROGRAM PLAN

Target Population. Several nearby colleges' teacher training program students

Activity. Enroll in a seminar on career education offered by the Project Director

Timeline. September '75-May '76

EVALUATION PLAN

Data and Data Source. Enrollment reported by the Project Director

Sample Size. All enrollment figures

Instrument. Lists of student attendance figures

Time(s) of Administration. June

SYRACUSE CITY SCHOOL DISTRICT COMMUNITY OBJECTIVE

Because of the importance of making college students, and perhaps particularly students specializing in education and related areas, aware of career education programs and concepts, the Syracuse Project has endeavored to include in its program a series of presentations for students in nearby colleges. The Project Director reported the following data to PSE in June.

Findings

Again, PSE feels that the Project Director has more than met his specified objective of 25 college students increasing their knowledge of career education programs in the Syracuse schools. The Syracuse Project staff presented two hours of orientation to and familiarization with the Syracuse Career Education Project to the following groups of college students: (1) 16 human development students at Onondaga Community College on November 5, 1975; (2) 23 counselor training students at Syracuse University on November 12, 1975; (3) 85 industrial arts students at the State University College at Oswego on May 11, 1976.

In addition to these formal presentations, complete sets of Career Education Project-developed materials were given to the following colleges when requested by specific instructors wishing to utilize the materials in their classes: Syracuse University, Fordham University, State University College at Buffalo, State University College at Oswego, Marquette University, University of Wisconsin, Southwest Minnesota, and Ohio State University.

In addition to this specific dissemination of the materials and ideas developed by the Syracuse Project, the Life Centered Curriculum is being featured in two film strips and one 16 mm film. These are being produced by the Sears Foundation Project and Individually Guided Education at the

University of Wisconsin; these will be used as teacher training materials. Furthermore, a textbook on individually guided social studies will also feature LCC materials.

Although PSE knows that the East Aurora Career Motivation Process materials have been used at several colleges, Syracuse's continued interest in college students seems to be fairly unique among the Consortium Projects. Higher education is certainly an area where career education needs to be further emphasized, and the strides which the Syracuse Project has taken this year have certainly been important.

SYRACUSE CITY SCHOOL DISTRICT

COMMUNITY OBJECTIVE

OBJECTIVE

20 parents will teach 1 mini-session each to a class of students.

PROGRAM PLAN

Target Population. Parents

Activity. Respond to solicitation by the Project Director

Timeline. September '75-June '76

EVALUATION PLAN

Data and Data Source. Project Director's records

Sample Size. All records

Instrument. Data collection form

Time(s) of Administration. June

SYRACUSE CITY SCHOOL DISTRICT COMMUNITY OBJECTIVE

To help the Project Director keep track of career education mini-sessions taught by volunteer parents in the classrooms, PSE sent the Project Director record sheets which called for the following information: the date of the mini-session, the volunteer parent's name and address, the name and school address of the cooperating classroom teacher, the subject of the career education mini-session, and the approximate length and type of presentation. A sample form may be found in the Appendix of this report. The Project Director returned completed forms to PSE in June.

Findings

Most career education practitioners feel that students' parents provide a very important though scarcely utilized resource for the classroom teacher in providing career education information; parents may be used as guest speakers or may provide valuable contacts in the business-industry-labor-professional-government community for field trips for students. The Syracuse Project Director chose to focus on the guest speaker within the classroom approach, and once again, far exceeded his program objective of involving 20 parents in career education classroom instruction.

In fact, PSE determined from the completed forms that approximately 85 parents taught career education mini-sessions in Syracuse throughout the 1975-76 school year. The parents, whose mini-sessions seemed to vary between 15 minutes and one hour in length, spotlighted a wide range of career choices.

For instance, there were mini-sessions or mini-courses on the following careers: ceramics, cooking, weaving, flower arranging, media drawing, typing, printing, folk singing, cosmetology, the post office, law enforcement, sales

work, chemistry, education, laboratory work, and engineering. There were also a number of sessions focussed around leisure time activities which included crafts, square dancing, bowling, camping, and others.

The involvement of such a large number of parents seems to indicate that the Syracuse Project has worked hard at gaining parental and community support and has subsequently earned the respect of many parents and community members.